University of Massachusetts at Boston Bulletin

1981-1983 Catalog Issue

Fall, 1981

cat·a·log, cat·a·logue

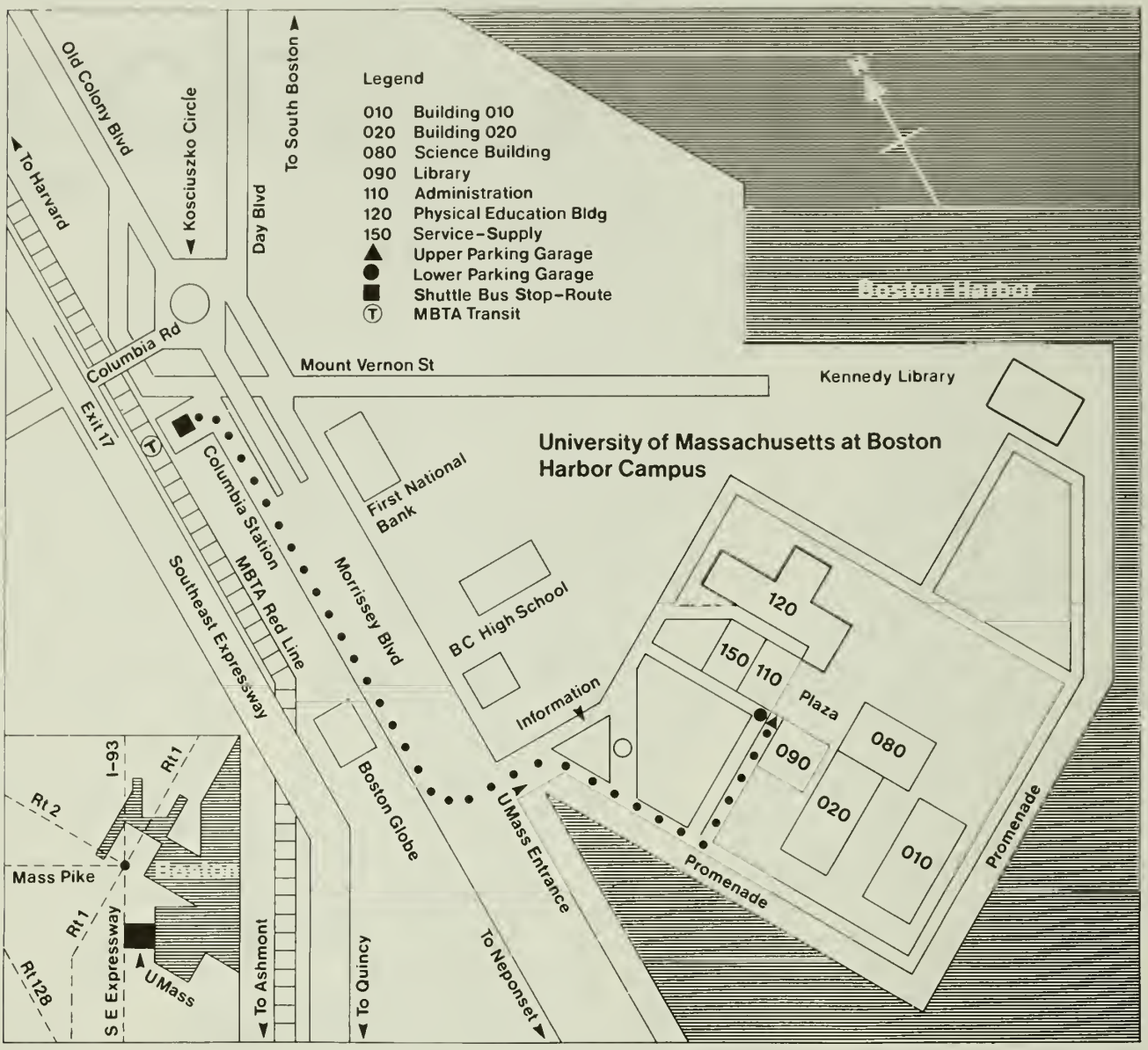
cat·a·log, cat·a·logue (kat′′l ō′) *n.*, *pl.* **-loes′**, **-los′** [CAT(TLE) LL. *catalogus* < Gr. *katalogos*, a list, register < *kata-*, down, completely + *legein*, to reckon, list < *kata-*, down, completely + *legein*, count] a complete list, esp. ☆*a*) an alphabetical card of the books in a library *b*) a list of things exh articles for sale, school courses offered, etc., usually th descriptive comments and often illustrations *c*) a mphlet containing such a list —*vt.*, *vi.* **-loged′** or **-lo g′ing** or **-logu′ing** 1. to enter in a catalog 2 log of —*SYN.* see LIST[1] —**cat′a·log′er** or **-log′ist** or **cat′a·logu′ist** *n.* **·logue rai·son·né** (kȧ tȧ lô ed catalog] a catalog y), pictures, etc. a tory notes **ni·a** (kat anea

University of Massachusetts at Boston
Bulletin

Catalog

1981-1983

Directions
Harbor Campus Map



The Harbor Campus
The College of Arts and Sciences
The College of Management and Professional Studies

The Harbor Campus is only three miles from downtown Boston and is easily accessible by public or private transportation.

From the north or west: Take the Southeast Expressway to exit 17. Turn left onto Columbia Road. Enter the rotary and take the first right (Morrissey Boulevard). Bear right of the traffic island, following the UMass/Boston sign. Proceed past the *Boston Globe* building. Turn left into the campus.

From the south: Take the Southeast Expressway to exit 18 (near the BostonGas tanks). Follow Morrissey Boulevard northward to the campus.

On the MBTA: Take the Red Line (Ashmont Train) to Columbia Station. Transfer to the free University shuttlebus in the T parking lot.

Campus parking facilities: Indoor space is available for 1,700 cars.

The Downtown Center
The College of Public and Community Service

The University's Downtown Center is at 100 Arlington Street in Park Square, one block from the MBTA Green Line Arlington Station. A free shuttlebus runs between the Harbor and downtown campuses.

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The purpose of this publication is to provide information about the University of Massachusetts at Boston to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. *This publication is neither a contract nor an offer to make a contract.* While every effort has been made to insure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred.

The University of Massachusetts at Boston is an affirmative action/equal opportunity employer and prohibits discrimination on the basis of race, color, sex, age, religion, national origin, handicap condition, or veteran status in its employment, in the recruitment, admission, and treatment of students, and in its policies and programs, as required by Federal and State laws and regulations. Inquiries concerning these laws and regulations should be addressed to the Director of Affirmative Action, Administration Building, Harbor Campus, University of Massachusetts at Boston.

The University of Massachusetts at Boston is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

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An Introduction to UMass/Boston

The University

The University of Massachusetts at Boston is a public university, established in 1965 to serve the people of Eastern Massachusetts by providing opportunities for post-secondary education of high quality to students of all cultural and economic backgrounds. The University's faculty is distinguished both for achievement in scholarship and research and for dedication to teaching. Its student body is as diverse and vital as metropolitan Boston itself. UMass/Boston holds to the academic standards of the three-campus University of Massachusetts system, of which it is part. It is no less committed to adapting its programs to the special needs and circumstances of its urban constituency.

Three colleges, each with its own perspectives on learning and its applications, make up the University. The College of Arts and Sciences offers students sound training in the liberal arts and prepares them for careers in such fields as law, medicine, and scientific research. The College of Management and Professional Studies offers academic preparation for professional, managerial careers in commerce, industry, government agencies, and other institutions. The College of Public and Community Service prepares students— particularly experienced, older students— for careers in the social services.

Despite these differences in perspective, the educational programs of all three colleges are similar in principles and requirements. All UMass/Boston students must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education.

The University itself now offers graduate programs leading to master's degrees in American civilization, applied physics, biology, chemistry, critical and creative thinking, English, history, and mathematics. Graduate students may also pursue special tracks of study in applied marine ecology, history/archival methods, computer science, and historical archaeology. Further graduate programs, some multidisciplinary in focus, are being planned. Ready for implementation in the near future are MA programs in applied sociology and in liberal studies, as well as a PhD program in environmental science.

UMass/Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalog show the distinction of the teaching staff's academic training, these lists can only suggest the staff's deep involvement in research and scholarship, the extent of its expertise, and the care and innovation it brings to the development of the curriculum.

Program and course descriptions offer a fuller sense of the University's resources. Undergraduates at UMass/Boston can choose from more than sixty areas of study, ranging from accounting to ancient Greek, computer sciences to creative writing, youth work to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines— such programs as those in biobehavioral studies, Latin American studies, law and justice, urban studies, and the study of religion. Some programs, such as those in community planning and housing, health services administration, the management of information systems, and premedical studies, offer specific preparation for advanced professional training or careers.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass/Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The University's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass/Boston is demanding— and rewarding.

An Accessible University

The University believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass/Boston is low, and the University makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need. Most UMass/Boston students must schedule their course work with diverse responsibilities in mind— some students study, hold jobs, and raise families all at once. The University therefore conducts classes between 8:00 am and 10:00 pm, and makes no distinction between daytime and evening "Extended Day" courses: the same faculty teaches both. The University also enables degree-seeking students to carry part-time course loads and to switch easily between full- and part-time study.

Students need not pursue degrees to take advantage of UMass/Boston's offerings. Special Students can enroll in individual courses or earn Certificates in a number of fields by completing one- or two-year sequences of course work. High school students can sample university life by taking introductory courses at UMass/Boston through the Flexible Campus Program.

Many UMass/Boston students are women with families, jobs, or both. The University operates a fully certified Child Care Center, with separate toddler and preschool divisions, to aid mothers (and fathers) in caring for young children while they study. Because many women choose to continue their education after raising children, the University Counseling Center employs a special advisor to work solely with returning women students. Other experienced counselors, and support groups, help these women to adjust to the new demands of college.

The University

Many UMass/Boston students are veterans. The University has a special Office of Veterans' Affairs to provide them with academic counseling and to work for them in obtaining benefits to help pay for their schooling.

For those students of real but unchallenged ability who have been inadequately prepared for college work, and for others who have been away from school long enough to need help in adapting themselves again to academic life, the University offers a battery of services, ranging from intensive training before the first day of college to readily available tutoring for most courses. The University also conducts college preparatory courses in several Boston high schools.

Informational Admissions Seminars are offered weekly at the University, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office has developed flexible and convenient admissions procedures, and provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the University.

Because Boston has a truly international population, the University conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French, German, Japanese, and the languages of Africa to progress smoothly through the course work of an American university. The University employs a special counselor to serve Spanish-speaking students, as well as a Foreign Student Advisor to serve all foreign students on student visas.

The University believes that a physical handicap should not be a barrier to learning. It operates a Disabled Student Center to advise and assist physically disabled students. The Center provides reading and instructional services in Braille and sign language, and has, at the Harbor Campus, a tape library, a Braille library, and Braille typewriters. University buildings have all been recently built or remodelled and are accessible to people who use wheelchairs.

UMass/Boston is a commuter school. Free shuttle buses run between the Columbia MBTA station and the Harbor Campus, and between the Harbor Campus and the Downtown Campus in Park Square. Ample parking space is available at the Harbor Campus in well-lighted underground garages.

A University with Impressive Facilities

UMass/Boston's three colleges occupy two campuses. The College of Public and Community Service remains at the University's original Park Square Campus at 100 Arlington Street in the heart of downtown Boston. The Colleges of Arts and Sciences, and Management and Professional Studies, are housed at the new Harbor Campus, which offers fine facilities for learning and relaxation in a handsome array of buildings on Dorchester Bay, overlooking Boston Harbor.

The Joseph P. Healey Library holds a book collection numbering approximately 325,000 volumes, and currently receives more than 3,000 domestic and foreign newspapers and journals. It also has a growing collection of government documents and a fine art and music library with listening carrels. A science library is located on two floors within the Science Building, and contains the collections in biology, chemistry, mathematics, and physics. There is also a small collection, designed specifically for the students and faculty of the College of Public and Community Service, in the library on the mezzanine at 100 Arlington Street.

The Healey Library is centrally located on the Harbor Campus plaza and easily accessible from the bridge which connects all campus buildings. Its physical arrangements include comfortable study environments of several descriptions: carrels, tables, and small rooms in which groups of students may study together. Paintings, drawings, books and manuscripts of historical interest, and examples of the printer's art are on display in exhibition areas. The Healey Library's public catalog records every book in all the University libraries. The resources of the three libraries together support UMass/Boston's teaching programs at every level. The University is a member of the Boston Library Consortium.

The John F. Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government, stands on the coastal edge of the Harbor Campus. The Library's building, designed by I. M. Pei, has already become a Boston landmark. The JFK Library shares its impressive archival resources with UMass/Boston students and their instructors through a series of educational programs.

The finest in research equipment is available to students at the University. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the University's tropical greenhouses and can work at several field stations. Physics students can study in the University's magnetics laboratory or explore the heavens through a new telescope housed in an observatory atop the Healey Library. And UMass/Boston students have virtually unlimited access to an excellent computer system.

The new Catherine Forbes Clark Athletic and Recreation Center— which is open to the public as well as to UMass/Boston students, faculty, and staff— provides a large gymnasium which can accommodate 3,500 spectators for such events as basketball games, a hockey rink with seats for 1,000, and a swimming and diving pool fully equipped for intercollegiate competition. Special gymnasia and equipment are available for dance, gymnastics, boxing, wrestling, martial arts, and therapeutic exercise. In addition to these facilities the University maintains two outdoor athletic fields, a second full-sized gymnasium, weight training rooms, handball and squash courts, and a fleet of ten sailboats and eight rowing dories.

The University

A University for Students

UMass/Boston has a student newspaper, *The Mass Media*, and a student magazine, *Wavelength*. Students operate a printing facility, Point Press, and a radio station, WUMB. Students run a natural foods restaurant and sponsor a pub. The Harbor Art Gallery is student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. (INFO, a one-stop communications network and information referral service, keeps the University community abreast of such events.)

More than seventy student organizations are officially recognized by the Student Activities Committee. The Committee's professional staff administers a quarter-million-dollar trust fund for student activities under the authority of an elected student board. Students also share responsibility for the well-being of the University as a whole, serving in substantial numbers in such governance bodies as the three College Senates and the University Assembly.

UMass/Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the College's curriculum; students in the other colleges often participate in internship programs. Farther afield are the University's programs in human and natural history on Nantucket Island. UMass/Boston students can earn credit for study at more than fifty American universities under the National Student Exchange Program. Students who wish to explore other countries and cultures may do so through an extraordinarily wide range of programs for overseas study. The University of Massachusetts has established exchange agreements with more than twenty foreign universities; UMass/Boston's membership in the International Student Exchange Program adds nearly forty schools to this number.

The University operates a well-staffed Health Service, supported by student fees, which responds to emergencies, supplies care for students with minor medical difficulties, and provides a referral service for students with more extreme problems. The Health Service reviews reports of physical examinations and the medical histories of all entering students to make the University aware of medical problems bearing on their academic programs or athletic activities. (All health records are kept confidential.) Low-cost health insurance is available for medical services not offered on campus. A Student Health Advisory Committee helps develop policy and reports on student needs and expectations for health care.

Students at UMass/Boston can make use of a variety of counseling services. Advisors are ready to help with legal and psychological problems, career planning and job seeking, and problems of particular concern to freshmen, returning women students, students considering graduate education, disabled students, and Hispanic students, among others. A Campus Ministry offers regular religious services and an active chaplaincy for members of the Catholic, Protestant, and Jewish faiths.

A University Serving its Community

The research of UMass/Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others— into the history of Boston's neighborhoods, labor conditions, and family violence in 19th century Boston, for example— also promises to lead to wiser responses to the problems of the city and its environment.

UMass/Boston's Center for Studies in Policy and the Public Interest provides crucial information to the public: its study of Proposition 2½ was widely circulated through the University's Cooperative Extension Service; and studies of cable television and of state and local tax structures have been similarly informative. The Boston Urban Observatory advises Boston city officials in public policy matters. The Observatory's study of three-deckers and its design for upgrading the West Broadway public housing development in South Boston have led to important changes in policy; it is now undertaking an evaluation of the city's fair housing policies and programs.

The Institute for Learning and Teaching works with UMass/Boston faculty and with urban public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the metropolitan area. The Center for Survey Research, sponsored by UMass/Boston and co-sponsored by M.I.T. and Harvard, provides research services to federal, state, and city agencies and to other local universities. Among this Center's recent projects are studies of the effect of the increase in Massachusetts' legal drinking age, of child abuse in the greater Boston area, and of variations in the quality of life in the city of Boston. A Small Business Development Center is the newest project of the College of Management and Professional Studies.

Research leads to service, and metropolitan Boston benefits from service based on the sophisticated research of trained scholars. A faculty involved in research and service involves its students too, readying them for the responsibilities of active citizenship.

UMass/Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the University, and UMass/Boston students and faculty members are deeply engaged— as writers, painters, sculptors, actors, dancers, and musicians— in the artistic life of the city.

The University of Massachusetts at Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine new facilities, UMass/Boston offers its community a multitude of educational opportunities of high quality at moderate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

Regents of Higher Education
Commonwealth of Massachusetts

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H L Tower of Suffield, Connecticut

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Chancellor

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Robert E Tranquada, MD
Chancellor and Dean of the Medical School

Academic Calendar, 1981-1982

Fall Semester

Add/Drop Period Begins	September 11	Friday
Classes Begin	September 14	Monday
Add/Drop Period Ends	September 25	Friday
Columbus Day (Holiday)	October 12	Monday
Pass/Fail Deadline	November 3	Tuesday
Veterans' Day (Holiday)	November 11	Wednesday
Course Withdrawal Deadline	November 17	Tuesday
Thanksgiving Recess	November 26-27	Thursday-Friday
Classes Resume	November 30	Monday
Advanced Registration	December 7-16	Monday-Wednesday
Classes End	December 22	Tuesday
Christmas Vacation	December 23-January 3	Wednesday-Sunday
Reading Period	January 4-6	Monday-Wednesday
Final Exams Begin	January 7	Thursday
Final Exams End	January 13	Wednesday
Emergency Snow Day	January 14	Thursday

Spring Semester

Add/Drop Period Begins	January 29	Friday
Classes Begin	February 1	Monday
Add/Drop Period Ends	February 12	Friday
Washington's Birthday (Holiday)	February 15	Monday
Evacuation Day (Holiday)	March 17	Wednesday
Pass/Fail Deadline	March 19	Friday
Spring Vacation	March 20-28	Saturday-Sunday
Classes Resume	March 29	Monday
Course Withdrawal Deadline	April 8	Thursday
Patriots Day (Holiday)	April 19	Monday
Advanced Registration	April 26-May 7	Monday-Friday
Classes End	May 17	Monday
Reading Period	May 18-23	Tuesday-Sunday
Final Exams Begin	May 24	Monday
Final Exams End	May 28	Friday
Commencement	To be Announced	

Admissions

Admission to the University

The University of Massachusetts at Boston accepts students as freshmen, as transfer students, and as graduate students. Every interested person is encouraged to apply for admission, and all applications will be considered on their own merits. Most undergraduates enter the University directly from high schools or transfer to the University from community colleges; and most submit such evidence as test scores and transcripts in support of their applications. But many students are admitted to UMass/Boston, and do well, without standard preparation. Letters of recommendation, personal statements, and other evidence of motivation and ability can indicate an applicant's readiness for college-level work. To be an older person, to have been out of school for several years, or to have bypassed the usual routes to college do not disqualify anyone from admission to UMass/Boston.

Applications for admission and other informative material may be obtained from the Admissions Office, University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125. Prospective applicants are warmly encouraged to visit the campus, sit in classes, chat with students or faculty, tour the Library and other campus buildings and, if they wish, meet with an Admissions Counselor. Visits to the campus should be arranged through the Admissions Office (telephone: 287-8100).

Admission to Undergraduate Programs

Applicants for freshman status have usually taken the standard college preparatory program in high school: four years of English, three years of college preparatory mathematics, one course in the history of the United States, two years of a foreign language, and one science course involving laboratory work. High school students applying to the College of Arts and Sciences and the College of Management and Professional Studies should take the Scholastic Aptitude Test as early as possible in their senior year. Older students who have been out of school for several years may have this requirement waived. Applicants for admission to the College of Public and Community Service are not required to take the test, although they may include test scores in their applications if they have them.

Transfer applicants should have official copies of transcripts for all courses completed at other colleges and universities sent *directly* from the registrar's offices at these institutions to the UMass/Boston Admissions Office. The University is a member of the Massachusetts Transfer Compact, which facilitates admission for graduates of public two-year colleges in the state. For additional information, contact the Admissions Office.

Older students are encouraged to apply. For the sake of fairness to older students, the following policy has been established: Applicants who have been out of school for ten years or more may have submission of their high school transcripts waived. However, any such applicant will be required to fill out and submit to the Admissions Office a detailed personal statement form. This form will be sent to the applicant after his or her application form has been received by the Admissions Office. Test scores are not required from students who have been out of school for at least three years.

Foreign students must meet the regular admission requirements of the University, and must also meet the requirements listed below:

- A completed application, together with the non-refundable application fee of $25 (in U.S. currency) must be received at least six months before the date on which the student wishes to begin school.
- Transcripts and other certified copies of academic records must be sent to the Admissions Office with English translations validated by an official public translator.
- Persons whose native language is not English must establish proficiency in English by achieving a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). For information, write to: The TOEFL Program, Box 899, Princeton, New Jersey 08540, USA.
- A Declaration and Certification of Finances must be completed, based on an estimate of institutional costs and living expenses. Accurate answers to all questions on the form must show that the total funds available to the student to cover his or her full period of study are at least equal to the total estimates of institutional costs and living expenses. A foreign student must pay the non-resident tuition rate for his or her full period of study.

Admission to Undergraduate Programs

A Certificate of Eligibility (form I-20A), based on Department of Immigration procedures for checking the student's financial resources, is issued by the University to the student after the student has been officially admitted by the University.

Note: The University provides foreign students with information about immigration regulations, as well as counseling in other matters. For further information, contact the UMass/Boston Office of International Exchange.

Students without normal preparation in high school are eligible to apply to the Developmental Studies Program, which provides pre-freshman training, personal counseling, academic advising and career planning to overcome any disadvantage they might have in relation to other students and to assist them to become self-directed learners. An applicant to the Developmental Studies Program must submit the following materials with his or her completed application form:

- Transcripts from any high school or college attended, or a General Equivalency Diploma.
- Scores on Scholastic Aptitude or other tests, if any.
- Two letters of recommendation.

After an application with these materials is submitted, the University will schedule an interview with the applicant to determine the applicant's interest, motivation and potential for study and the suitability of the Developmental Studies Program for making up his or her academic deficiencies.

A completed admissions application with all supporting credentials must be on file with the Admissions Office before a final decision regarding acceptance can be made. The application must include the following:

- The admissions application form, which must be completed and notarized.
- A $10 non-refundable application fee ($25 for non-Massachusetts residents) accompanying the application form.
- Official transcripts, forwarded to the Admissions Office by high school guidance offices or the registrars of all college-level institutions attended. (Older students who have been out of school for ten years or more may have submission of their high school transcript waived.)
- Scholastic Aptitude Test (or American College Test) scores must be submitted by applicants to the College of Arts and Sciences and the College of Management and Professional Studies unless they have earned more than 20 college semester credits. Persons who have been out of school for several years may have this requirement waived by special request. Applicants to the College of Public and Community Service are not required to take such tests, although they may include test scores with their applications if they have them. It is the applicant's responsibility to make the arrangements to take the appropriate test and to have the results forwarded to the University Admissions Office. Information on test requirements and schedules for test-taking may be obtained from high school counseling offices or the Educational Testing Service, Princeton, NJ. The University's College Entrance Examination Board number is 3924.
- Applicants to the College of Public and Community Service are required to attend an Admissions Seminar, and should do so before submitting an application for admission. These seminars are held twice weekly on Tuesdays at the College, 100 Arlington Street, at 9:00-10:00 am and 6:00-7:00 pm.

Qualified candidates will be admitted on a "rolling admission" basis until the capacity of individual programs has been reached. Applicants for freshman status are advised to submit complete credentials as soon as possible after the first marking period of their senior year.

An applicant is generally notified by letter of the action taken on his or her application two to three weeks from the receipt of all credentials and application materials.

Through the University's "Personalized Admission Service," students may bring copies of transcripts to the Admissions Office and discuss their qualifications with admissions counselors. Eligible students are given letters of admittance on the spot. Further information about this service is available from the Admissions Office.

Degree-seeking students must first submit applications for admission to the Admissions Office and be admitted before being classified as degree-seeking.

A degree-seeking student may switch between full-time status (nine or more credits per semester) and part-time status (one course or two per semester; no more than eight credits) without difficulty. Degree-seeking students may attend classes either during the day or in the evening.

Degree-seeking students may not switch to Special Student status until they have graduated.

Special Students are, for the most part, students who are not interested at the time of registration in working toward degrees at UMass/Boston. Such students are not officially admitted to the University, and registration as a Special Student in no way implies future admission as a Degree-seeking Student.

Credit earned as a Special Student will not be counted toward a degree at UMass/Boston unless the student subsequently applies for regular admission and is accepted as a degree-seeking undergraduate. No more than 16 credits earned as a Special Student may be counted toward a degree. The appropriate academic dean must approve the acceptance of credit earned by a Special Student. If a Special Student wishes to become a Degree-seeking Student, an appropriate application must be filed in the Admissions Office.

Special Students will register through the Office of Registration and Records for courses on the basis of available space. They may carry full- or part-time course loads.

A foreign student on a student visa is not permitted to register as a Special Student. Immigration regulations prohibit such a status.

Admission to Graduate Programs

Admission to Undergraduate Programs

UMass/Amherst students who wish to enroll at UMass/Boston may do so either as permanent or temporary interchange students. Permanent interchange students transfer to the Boston campus, remain, and earn their degrees from UMass/Boston. They meet UMass/Boston admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Boston Office of Student Financial Management. Temporary interchange students from UMass/Amherst attend UMass/Boston for one or two semesters, applying UMass/Boston credits to UMass/Amherst degree requirements. Temporary interchange students receiving financial aid work through the financial aid office at the Amherst campus. Special UMass/Boston interchange application forms are available at the UMass/Amherst Admissions Office.

Summer School

UMass/Boston students may earn credit toward their degrees by taking courses offered by the University during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the "Continuing Education and Summer School" section of this catalog, or contact the Summer School Office.

All graduates of institutions of recognized standing who hold Bachelor's degrees are eligible to apply for admission to Graduate Studies. Admission is only for the semester requested and cannot be guaranteed for a later date. To obtain application forms, write to the Director of Admissions, University of Massachusetts at Boston, Harbor Campus, Boston, MA 02125. Applications for admission, with supporting documents, should be sent to the Office of Admissions. Applications and accompanying documents must be received by April 15 for September enrollment, and by November 15 for January enrollment. Applications received after these dates can be considered only on the basis of available space.

Admission to Graduate Studies does not automatically indicate approval of candidacy for an advanced degree. Such candidacies are subject to specific requirements defined by the individual graduate programs. Graduate Program Directors must approve all degree candidacies.

Applicants can be admitted to Graduate Studies as:

Degree-Seeking Students fully qualified to pursue studies toward graduate degrees; or as

Special Graduate Students not admitted to a graduate program but allowed to enroll in graduate-level courses.

General Admission Requirements

1. A minimum cumulative grade point average in undergraduate work of 2.75.
2. A Bachelor's degree or the equivalent from any college or university of recognized standing.
3. Official transcripts of all previous work (graduate and undergraduate). An applicant should request the Registrar of each college previously attended to send two copies of each transcript directly to the office of Admissions. A final transcript showing that the Bachelor's degree has been awarded must be received before the applicant can enter Graduate Studies.
4. Three letters of recommendation from persons in the field of the applicant's academic major at the institution most recently attended. An applicant who last attended an academic institution more than five years before applying may, with the approval of the program for which application is made, substitute other references.
5. Submission of Graduate Record Examination (GRE) scores, if available, for both aptitude and advanced tests. (Some programs require these scores; see individual program admission requirements.) Addresses of GRE test centers are available from the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey 08540.
6. Acceptance by both the graduate program for which application is made and the Associate Provost for Graduate Studies.

Special Programs

Admission to Graduate Programs

Additional Requirements for Foreign Applicants

Prospective applicants from foreign countries should consult the section headed "Foreign students" under "Admission to Undergraduate Programs" for relevant information.

All applicants to graduate programs from countries where English is not generally spoken are required to take the Test of English as a Foreign Language. This requirement may be waived if the applicant has attended an English-speaking college or university for a period of at least two academic years. In all other cases, the test must be taken; and in most cases, a score of 550 or above is required. (Applicants scoring between 500 and 549 who otherwise meet admission requirements may be admitted with the special permission of the program which they wish to enter.) To obtain information about the Test of English as a Foreign Language, write to The TOEFL Program, Box 899, Princeton, New Jersey 08540, USA.

Readmission

Application for readmission is required of:

1. Any applicant who has previously been admitted to the University of Massachusetts at Boston but did not enroll on the entrance date stated in the acceptance letter.
2. Any graduate student at this University who has been accepted for one degree program and wishes to apply for another program or degree.
3. Any degree candidate who has not enrolled in courses or paid the tuition and required fees.

Summer Session

Selected graduate courses are offered during the summer. The Summer School operates on a fee-assisted, self-supporting basis. Courses are offered only when sufficient student demand is demonstrated. Information regarding course offerings, tuition, and fees may be found in the Summer School *Bulletin*, available from the Summer School Office.

Graduate Study by Faculty and Staff Members

A member of the faculty of the University with the rank of assistant professor or higher may not earn a graduate degree from the University; he or she may, however, do graduate work on a nondegree basis. A full-time staff member of the University may not carry more than seven credits per semester. Tuition for the first four credits and all general fees are waived.

The Extended Day Program

To better fulfill its commitment to public education, the University has been offering a steadily increasing number of courses beginning after 5:00 pm under its Extended Day Program. The University now has one of the largest selections of evening courses in the greater Boston area. What makes the Extended Day Program unique is that it is an integral part of the University: Extended Day students are students of the University of Massachusetts at Boston, members of the academic community; Extended Day courses are taught largely by the University's regular, full-time faculty. The credits an Extended Day student earns are in no way different from the credits earned by a student attending classes during the day. And because there is no difference, the Extended Day program offers more flexibility to students than other evening programs. An Extended Day student may, for example, register for day courses during any semester because the program is not a division separate from the three colleges.

The disciplines pursued in all three colleges are fully represented by Extended Day course offerings. Students in the College of Arts and Sciences may complete majors in economics, English, history, political science, psychology, and sociology through evening study alone; an evening major in computer science is now being established. The Colleges of Management and Professional Studies, and Public and Community Service, offer a wide range of degree programs to Extended Day students. The University's fine facilities are available to Extended Day students, as are ample opportunities to pursue individual, faculty-directed programs of study.

The University Honors Program

The UMass/Boston Honors Program offers able students in the College of Arts and Sciences a special opportunity to pursue educational goals with as much intensity as their interests and abilities permit. The group of some fifty Honors students, brought together by the depth of their commitment to education, is as diverse as the College at large. Its members are of many different ages and backgrounds. In the Honors Program they become a "college within a college," small and cohesive yet in no way isolated from the rich complexity of the University as a whole.

The program encourages hard work and the pursuit of academic excellence by putting exceptional students in touch with like-minded people at the very beginning of their college careers. Honors students form the nuclei of small classes in the College Core Curriculum; there are also special Honors courses existing uniquely for those enrolled in the prograrn. In an Honors seminar and lounge room, students can meet each other and faculty for both formal and informal exchanges.

The Honors Program Advisory Committee is made up of senior faculty from a wide variety of disciplines who have joined the Committee to help students find their way into the program and the College. Honors students can count on having established close academic relationships with these faculty members by the end of the freshman year.

Each year the Committee selects students for admission to the program on the basis of ability and excellence of preparation. Students who wish to join the program should write for information to the Director of the Honors Program.

Special Programs

Merit Scholarships for Entering Freshmen

Twenty Merit Scholarships are awarded each year to degree-seeking students entering the University in the fall semester. The scholarships cover all tuition costs for a maximum of four years (or the equivalent if a student is studying part-time). To be eligible for consideration, applicants must:

1. Have achieved academic standing in the top 5% of their high school graduating classes, *or*
2. where information about rank-in-class is not available or meaningful, and where non-traditional student background exists, have demonstrated intellectual and academic accomplishment of comparable distinction, *or*
3. excel in the arts.

Each applicant will be expected to submit an autobiographical sketch, three letters of recommendation, an official copy of his or her academic record, and appropriate evidence of accomplishment. Applications will be considered during two review periods. Applicants not selected during the first review period may be reconsidered during the second; applicants missing the first deadline date will be considered during the second review period. Deadline dates: first review— March 1; second review— July 15. Interested students should obtain further information from the Merit Scholarship Coordinator in the Admissions Office.

The Flexible Campus Program— Opportunities for High School Seniors

Through the Flexible Campus Program, juniors and seniors enrolled in Boston-area public, private, and parochial schools can enroll in any introductory-level course in which space is available. High school students who meet the prerequisites can enroll in advanced-level courses as well. This program has given high school students a chance to see what university life is like and to explore fields beyond those taught at their own schools. Flexible Campus students participate fully in classes and are graded as regular UMass/Boston students. They may apply the credits they earn toward the requirements of their high schools, or toward those of UMass/Boston itself if they choose to enroll later at UMass/Boston. Interested students should be referred by their high school guidance counselors or by the Flexible Campus Coordinator of the Boston public school system to the UMass/Boston Institute for Learning and Teaching. *The program is free.*

The Developmental Studies Program

The Developmental Studies Program is conducted by the College of Arts and Sciences for students who lack the usual credentials for admission to the University but who show promise of benefiting from the University's academic offerings if their skills are improved and they are given careful guidance. DSP students spend six weeks during the summer in an intensive program designed to develop reading, writing, mathematics, and study skills, and involving both class and tutorial work. DSP courses are offered during the day and in the evening to accommodate students' work schedules and family responsibilities. Students successfully completing this summer program will be admitted to the College of Arts and Sciences in the fall. *The program is free.*

For further information, refer to the paragraph headed "Students without normal preparation" earlier in this section of the catalog, and contact the UMass/Boston Admissions Office.

Tuition, Fees, and Payments

Tuition and Fees, 1981-1982

Important Reminders

Students are not considered registered unless their bills have been paid in full. No time or deferred payments are allowed by the University.

The financial requirements of the University, changing costs, state and legislative action, and other circumstances may require adjustments in the tuition and fees stated or estimated below. The University reserves the right to make such adjustments in these charges as may from time to time be required by the Board of Regents or the Board of Trustees. Students acknowledge this reservation by submitting applications for admission or by registering for classes.

Tuition and application fees are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residency Status" at the end of this section of the catalog.

Entrance Fees Paid through the Admissions Office

Application Fee

Each application for admission to the University from a student seeking a degree must be accompanied by a *non-refundable* application fee payment of $10.00 for "qualified" Massachusetts residents; $25.00 for non-residents. Checks should be made payable to *The University of Massachusetts, Boston*, and sent to the Admissions Office along with completed application forms.

Matriculation and Orientation Fee (Fall, 1981)

Upon acceptance, each degree-seeking undergraduate student is required to pay a combined, *non-refundable* fee of $30.00 to indicate his or her intention to enter and to reserve his or her place at the University. $15.00 is applied to orientation and counseling expenses, and $15.00 will be deducted from the first semester's tuition charge upon enrollment. Checks should be made payable to *The University of Massachusetts, Boston*, and sent to the Admissions Office. Special and graduate students are not required to pay this fee.

Entrance Expenses	Mass. Residents	All Others
Application Fee (with application)	$10.00	$25.00
Matriculation/Orientation Fee (upon acceptance)	$30.00*	$30.00*
Total Entrance Expenses	$40.00	$55.00

*$15.00 is a deposit toward tuition and is deducted from the first semester's tuition charge (fall, 1981). Note: Beginning with the spring, 1982, semester, the University will not require payment of the matriculation/orientation fee during the admissions process. The fee will be included in the initial semester bill.

Estimated Tuition and Fees, Initial Semester (Fall, 1981)*	Mass. Residents	All Others
Undergraduate Degree-seeking (9 or more credits)	$617.50	$1,853.50
Graduate (10 or more credits)	$751.50	$1,868.50

*Totals include tuition (less $15.00 matriculation fee in the case of undergraduates) and all mandatory and optional fees for fall, 1981. Note: Beginning with the spring, 1982, semester, the matriculation/orientation fee will be included in this total.

Charges per Semester, 1981-1982

Undergraduate Students (matriculated/degree-seeking)

Tuition (flat rates)	**1-8 credits**	**9 or more credits**
Resident (in-state), Fall, 1981	$219.50	$439.00
Resident (in-state), Spring, 1982	256.50	513.00
Non-resident (out of state), Fall, 1981	837.50	1,675.00
Non-resident (out of state), Spring, 1982	837.50	1,675.00
Mandatory Fees		
Student Activities	11.50	23.00
Health Service	15.00	30.00
Identification Card*	2.00	2.00
Athletics	6.25	12.50
Optional Fees		
Medical Insurance* (12 months' coverage)	(approx.) 100.00	(approx.) 100.00
Mass PIRG	2.00	2.00
Mandatory Fees Charged Once Only		
Recreation** (first semester)	24.00	24.00
Commencement** (senior year)	25.00	25.00
Yearbook** (senior year)	16.00	16.00

*Charged one (1) semester per year.
**Charged one (1) time only (per degree program).

Special Students (transient, non-degree-seeking)
(Classification code: SP)

Tuition	**1-4 credits**	**5-8 credits**	**9 or more credits**
Resident (in-state), Fall, 1981	$109.75	$219.50	$439.00
Resident (in-state), Spring, 1982	128.25	256.50	513.00
Non-resident (out of state), Fall, 1981	418.75	837.50	1,675.00
Non-resident (out of state), Spring, 1982	418.75	837.50	1,675.00
Mandatory Fees			
Student Activities	11.50	11.50	23.00
Health Service	15.00	15.00	30.00
Identification Card*	2.00	2.00	2.00
Athletics	6.25	6.25	12.50

*Charged one (1) semester per year.

Note: Special Students pay as they register. They are not billed for the optional Mass PIRG and Medical Insurance fees, but may elect to pay these fees at the time of registration. Special Students are not charged the one-time Recreation Fee. They must pay the Athletic Department directly for recreational programs.

Charges per Semester, 1981-1982

Graduate Students *(Classification code: GM)*

Tuition	**per credit**	**maximum**
Resident (in-state), Fall, 1981	$55.80	$558.00
Resident (in-state), Spring, 1982	65.20	652.00
Non-resident (out of state), Fall, 1981	167.50	1,675.00
Non-resident (out of state), Spring, 1982	175.20	1,752.00
Mandatory Fees	**1-8 credits**	**9 or more credits**
Student Activities	11.50	23.00
Health Service	15.00	30.00
Identification Card*	2.00	2.00
Athletics	6.25	12.50
Optional Fees		
Medical Insurance*	(approx.) 100.00	(approx.) 100.00
Mass PIRG	2.00	2.00
Mandatory Fee Charged Once Only		
Recreation**	24.00	24.00

*Charged one (1) semester per year.
**Charged one (1) time only (per degree program).

Explanation of Charges

All charges are set by the Board of Regents or the Board of Trustees.

Tuition (In-state Rate)

As a state institution, the University of Massachusetts at Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section of the catalog.

Mandatory Fees

The *Student Activities Fee* is used to support programs and activities beneficial to students, such as recognized student organizations and the University Cultural Events Committee. The *Health Fee* supports the University Health Service and its programs. The *Athletics Fee* supports the University Athletics Program. The *Identification Card Fee* is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance.

Optional Fees

Charges for optional fees appear on the bills of degree-seeking students; but these students *may choose not to pay optional fee charges, providing they notify the University before payment for these charges is due.* Students choosing to pay the *Medical Insurance Fee* will join an insurance plan which provides coverage for health, medical, and surgical care during a twelve month period for injuries or illness during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year; it is offered on spring semester bills to new spring registrants only. Special Students who wish coverage through the program must pay the fee before the end of the add/drop period. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost; students wishing such coverage should inquire at the University Health Service. The *Mass PIRG Fee* supports the Massachusetts Public Interest Research Group, a student-interest advocacy group.

Mandatory Fees Charged Once Only

The *Commencement Fee* is assessed each student in the fall semester of his or her senior year (commencement exercises and events are intended to be self-supporting). The *Yearbook Fee* supports the cost of producing the University yearbook. Each student is charged this fee in the fall of his or her senior year. Other students may choose to pay this fee and to receive the yearbook. The *Recreation Fee*, an additional fee set by the Board of Trustees, is used to support the University's athletic facilities and recreational programs. It is charged of each degree-seeking student in his or her first semester as a degree-seeking student. It may not be cancelled or refunded unless the student withdraws before the first day of classes.

Payment Information

The Bursar's Office

The Bursar's Office handles payments of tuition and fees, and distributes checks to students receiving refunds or University financial aid. (The Bursar's Office will begin to distribute these checks about five weeks after the start of each semester. Checks must be picked up by their recipients at the Bursar's Office.) Location: second floor of Administration Building. Telephone: 287-1900, ext. 2341. Teller hours: weekdays, 9:00 am to 3:30 pm.

Payment Policy

University policy requires that no registration be considered complete until the semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. The initial bills are sent in July (for the fall semester) and in December (for the spring semester) to all students who have already registered.

Late registrants are billed after the add/drop period. *Note: Special Students must pay in full at the time of registration.* Follow-up billings will be made periodically, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. No time or deferred payments are allowed by the University.

Overdue accounts will be considered sufficient cause for cancellation of registration, as University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the University is unpaid. *Any delinquent accounts will be cause for Administrative Withdrawal and must be paid prior to readmission to the University.* Unpaid accounts will be referred for collection action.

Important Reminder for Financial Aid Recipients

It is the responsibility of all students receiving financial aid from sources other than the University to see that the University is adequately notified before bills are prepared. Credits for known scholarships are reflected in the bills; credit cannot be given for a scholarship award unless the Bursar has been presented with proof from the donor that the award has been made. If a student's bill does not show credit for an award the student should contact the source of the scholarship to be sure that such evidence has been, or will be, presented to the Bursar.

Late Payment Fee

Any student who does not make full payment of his or her charges by the date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $25.00.

Late Registration Fee

Any continuing degree-seeking student who does not register during the Advance Registration Period (usually near the end of the semester preceding the semester for which he or she is registering) will be required to pay a late registration fee of $25.00.

Any new, readmitted, or Special student who does not register by the end of the add/drop period of the semester for which he or she is registering will be required to pay the $25.00 late registration fee.

Tuition and Fee Refunds

A student who voluntarily withdraws from the University for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and fees according to the schedule below. *Note: Failure to attend does not constitute withdrawal.* To withdraw, a student must confer with an advisor in his or her College Dean's Office and bring *a completed withdrawal form* from the Dean's Office to the Office of Registration and Records. The Office of Registration and Records will establish the effective date of withdrawal.

After the Add/Drop period, no refunds will be given for course load reductions. Students withdrawing completely from the University before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded.

If a financial aid recipient withdraws from the University, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The Application and Matriculation/Orientation Fees required of new students are not refundable. A student who has not paid in advance will be liable for any amounts due after the reduction in charges.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester (Add/Drop Day)	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*does not apply to Summer School refunds.

Residency Status

These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Section I. Definitions

1. **Academic Period** — a term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

2. **Continuous Attendance** — enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

3. **Emancipated Person** — a person who has attained the age of 18 years, or if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody and earnings of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

4. **Parent**
(a) the person's father;
(b) if the person's father is deceased, the person's mother;
(c) if neither the father nor mother is living and no legal guardian is appointed, the person who then stands "in loco parentis" to the person;
(d) if the father and mother are divorced, the person to whom legal custody of the person is awarded;
(e) if the father and mother are divorced, separated or unmarried and legal custody has not been awarded, the father or the mother, as the case may be, with whom the person lives, or if he or she lives with neither and the father is living, the father;
(f) if a legal guardian has been appointed by a court having jurisdiction, the legal guardian.

With respect to any adopted student the word "adoptive" should be inserted before the words "father" and "mother" wherever used.

5. **Reside, residency** or **resident** — shall refer to domicile, i.e., a person's true, fixed and permanent home or place of habitation, where he or she intends to remain permanently or for an indefinite time.

Section II. Classification

1. For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." A person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for twelve months immediately preceding the first day of classes of the academic period for which the student enrolls with the intent of making Massachusetts his or her true residency.

Physical presence for this entire twelve month period need not be required as long as the conduct of the individual, taken in total, manifests an intention to make Massachusetts his or her permanent dwelling place.

Note: To be eligible to pay tuition at in-state rates, students must be citizens or permanent residents of the United States.

Section III. Determination of Residency

1. Proof of Residency

(a) Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. No given number of factors is required for residency, since the determination in each case is one of the subjective intention of the person to reside indefinitely in Massachusetts. No single index is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

(b) The following shall be primary indicia of residency:

(1) Residency of parents, having custody, within Massachusetts;
(2) Certified copies of federal and state income tax returns;
(3) Permanent employment in a position not normally filled by a student;
(4) Reliance on Massachusetts sources for financial support;
(5) Former residency in Massachusetts and maintenance of significant connections there while absent.

(c) The following shall be secondary indicia of residency, to be considered of less weight than the indicia listed above in subsection (b):
(1) Birth certificate;
(2) Motor vehicle registration and/or operator's license;
(3) Voting or registration for voting;
(4) Property ownership;
(5) Continuous physical presence in Massachusetts during periods when not enrolled as a student;
(6) Military home of record;
(7) All other material of whatever kind or source which may have a bearing on determining residency.

2. Proof of Emancipation

A student asserting that he or she is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:
(a) Birth certificate or any other legal document that shows place and date of birth;
(b) Legal guardianship papers— court appointment and termination must be submitted;
(c) Statements of the person, his or her parent(s), guardian(s), or others certifying no financial support;
(d) Certified copies of federal and state income tax returns filed by the person and his or her parent(s);
(e) Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

Residency Status

3. Presumptions, etc.

(a) Residency is not acquired by mere physical presence in Massachusetts while the person is carrying on a course of study at the University.

(b) A person having his or her residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

(c) Any person who is registered at the University as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.

(d) Unless evidence to the contrary appears, it shall be presumed by the approving authority of the University that:

(1) The spouse of any person who is classified or is eligible for classification as a "Massachusetts resident" is likewise eligible for classification as a "Massachusetts resident." This provision will not apply in the case of a spouse in the United States on a non-immigration visa.

(2) A person who is not a citizen of the United States must meet the same requirements for establishing residency in Massachusetts as are required of a citizen. In addition, a non-citizen of the United States, if required to hold a visa, must hold the type of visa which permits establishment of Massachusetts residency. Parole refugee status will be considered a type of visa which permits establishment of Massachusetts residency.

(e) A person does not gain or lose in-state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

(f) Notwithstanding the twelve-month period provided for in section II.1 above, the following persons shall be presumed to be Massachusetts residents unless the contrary clearly appears:

(1) A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent students.

(2) Full-time faculty, professional staff, and classified staff employees of the University of Massachusetts system and their spouses and dependent students.

(g) Notwithstanding the provisions of section II.1, any student certified by his or her state for participation in the New England Regional Student Program shall be assessed tuition and fees as if he or she were a Massachusetts resident.

Section IV. Reclassification

1. Any emancipated student classified as a "Non-Massachusetts resident" who has established a residency in Massachusetts, which residency shall have been of twelve months' duration by the first day of classes of the academic period for which he or she registers, shall be eligible for reclassification as a "Massachusetts resident" effective in such academic period.

2. Any unemancipated student classified as a "Non-Massachusetts resident" whose parent has established a residency in Massachusetts, which residency shall have been of twelve months' duration by the first day of classes of the academic period for which said student registers, shall be eligible for reclassification as a "Massachusetts resident" effective in such academic period.

Section V. Appeals

Any student or applicant who is unwilling to accept the ruling relative to his or her residency classification or who wishes to seek reclassification may submit a Residency Appeal Form to the University Residency Appeal Committee. The decision by this Committee is final and may not be appealed further.

In any case where the Admissions Office is unable to make an initial determination based on the evidence submitted, the student or applicant may be required to submit a Residency Appeal Form before being classified as a resident or a non-resident.

Section VI. Penalties for Misrepresentation

Misrepresentation in or omission from any evidence submitted with respect to any fact, which if correctly or completely stated would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Financial Aid

General Information

All degree-seeking students who are U.S. citizens (and in some cases non-citizens) may apply for financial aid. Through its Office of Student Financial Management, the University administers financial aid funds from several sources. Each aid program has specific eligibility standards: a student may be eligible for some kinds of aid, and not for others. Through the application process, students learn whether or not they are eligible for aid and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Student Financial Management all the information needed for making equitable awards. The process works properly only if applicants cooperate by carefully following all instructions, providing all information requested, and meeting all deadlines.

Undergraduates carrying fewer than twelve credits and graduate students carrying fewer than nine credits may be awarded aid at less than the full rate for which they would otherwise be eligible. Graduate students who have been accepted into degree programs on at least a half-time basis may, however, be eligible for tuition waivers, National Direct Student Loans, and College Work-Study.

Information and application forms are available from the Office of Student Financial Management on the first floor of the Administration Building. Hours: Mondays through Thursdays, 8:30 am to 7:00 pm; Fridays, 8:30 am to 5:00 pm. Telephone: 287-1900, ext. 2311.

Note:

When this catalog went to print, changes in the Pell (BEOG) Grant and HELP Loan regulations were being proposed in Washington. These changes, if passed, would affect some students' eligibility for these funds. Students should be sure to check with the Office of Student Financial Management for current information.

1982-1983 Application Deadline

For Returning Upperclass and Graduate Students

END OF MARCH: When applications are made by the end of March, awards can be made before fall tuition and fee payments are due (early August), provided all supporting documents are received in the Office of Student Financial Management by the dates specified on students' award letters. Awards received during this period may be entered on and deducted from the fall bills.

AFTER THE END OF MARCH: Applications made after the end of March will be processed on a first-come, first served basis, and awards will be made, when applications are completed, on the basis of available funds.

For New Freshmen and New Transfer Students

Although no specific deadline has been established for such students, they *should* apply for financial aid and admission at the same time.

Types of Aid Available

The following list describes all student aid programs administered directly and indirectly by the Office of Student Financial Management.

Federal Programs

For Undergraduates Only

Pell Grants (formerly Basic Educational Opportunity Grants) assist low and middle income dependent and independent students in meeting the basic costs of attending college. In 1982-1983, the grants (awards) will range from about $200 to about $1,200, depending on eligibility.

Since the Pell Grant (formerly BEOG) is awarded directly to the student (who receives a Student Eligibility Report, or SER, as notification), it is the student's responsibility to see that the SER is transmitted to the Office of Student Financial Management for processing. When the Office receives this SER, the student is credited with the amount of the award. The amount the student owes the University will be reduced by the Pell award amount; or, if all University bills have been paid, the student will receive any surplus in check form after certification of semester registration (about one month after the semester begins).

Remember: all undergraduates applying for financial aid must apply for Pell Grants.

Supplemental Educational Opportunity Grants (*SEOG*) are made through the Office of Student Financial Management to students who have demonstrated financial need. These awards may be renewed each year for eligible undergraduates.

For Undergraduate and Graduate Students

National Direct Student Loans (*NDSL*) are made to assist students who have demonstrated financial need. Each loan is made through the Office of Student Financial Management. Students must sign promissory notes before the loans can be processed. The loans must be repaid at 4% interest starting six months after graduation or termination of enrollment. A total of $25,000 may be borrowed to support undergraduate and/or graduate education.

The *College Work-Study Program* (*CWS*) provides help to needy students through earnings from employment. Work-study awards are made by the Office of Student Financial Management. Under the work-study program, the Office arranges for jobs on and off campus. Students may work part-time while school is in session and full-time during intersession and the summer. Many departments and offices at the University employ work-study students throughout the year; while school is not in session students may be able to secure jobs with non-profit agencies off campus. The amount of a student's work-study award is a maximum limit and not a guarantee that the student will earn that amount. Students must earn awards through hourly employment. These funds cannot be credited to tuition bills.

Types of Aid Available

The Guaranteed Student Loan Program (*GSLP or HELP*) is operated through banks and other private lending institutions and is designed to help students who are ineligible for University financial aid. Payments on GSLP loans must start six months after graduation or termination of enrollment. The annual interest rate of 9% will be paid by the federal government while the student is in school and during the six month grace period. GSLP loans are made by private lending institutions and not by the University. The amounts of the loans range from $500 to $3,000 per academic year.

Note: Special Students are eligible for these loans.

Loans for Parents of dependent students may be made by banks and other private lending institutions. Such loans may be in amounts of up to $3,000 per academic year. Parents must begin to repay the loans, at 9% interest, 60 days after disbursement.

Commonwealth of Massachusetts Program

For Undergraduate Residents of Massachusetts

Massachusetts State Scholarships are awarded by the Massachusetts Board of Regents. While the awards are made chiefly to low-income students, some scholarships are also awarded for academic proficiency or promise. Check with the Board (One Ashburton Place, Boston, MA 02108) for application deadlines.

To apply for a Massachusetts State Scholarship, list the Board of Regents, Boston, MA (CSS code 0558) as a recipient on the Massachusetts Financial Aid Form (FAF) which is submitted to Princeton, NJ, for processing.

University of Massachusetts Programs

For Undergraduates

University State Scholarships (*USS*) assist undergraduate residents of Massachusetts who demonstrate need. Funds are granted annually by the state legislature to the University to support these scholarships; they are awarded through the Office of Student Financial Management.

Disadvantaged Student Scholarships (*DVD*) assist undergraduate residents of Massachusetts from disadvantaged backgrounds. These scholarships are also supported by annual grants made to the University by the state legislature, and awarded through the Office of Student Financial Management.

Special Scholarships Administered by UMass/Boston are available to undergraduates who meet certain conditions of eligibility.

I.B.T.W. (International Brotherhood of Telephone Workers) Scholarships assist sons and daughters of I.B.T.W. Local #1 members. A student's parent must have been a member of Local #1 when the program was established (1970). The Office of Student Financial Management has a listing of eligible members. $3,500 is available annually.

M.S.U.E.W. (Massachusetts Society for the University Education of Women) Scholarships assist women who have 1) completed their first academic year, 2) demonstrated financial need, and 3) demonstrated high academic ability. The Office of Student Financial Management awards six $500 scholarships during the spring semester.

Merit Scholarships (in the form of four-year tuition waivers) are awarded to students entering the University as matriculated students during the fall semester. Twenty are available. To be eligible for consideration, applicants must:

1) have achieved academic standing in the top 5% of their high school graduating classes, *or*
2) where information about rank-in-class is not available or meaningful, and where non-traditional student background exists, have demonstrated intellectual and academic accomplishment of comparable distinction, *or*
3) excel in the arts.

Elizabeth G. Fitzgerald Scholarships are given to students deemed worthy by the University. Only one new scholarship recipient is chosen per academic year. $1,000 is available annually.

Richard T. Hogan Scholarships are given to needy students upon the recommendation of the Hogan family in consultation with the Chancellor.

Stanley J. Kaplan Scholarships are awarded to history majors at UMass/Boston upon the recommendation of the Chairperson of the History Department. One $1,000 scholarship is available each academic year.

The John F. Kennedy Scholarship in Memory of John B. Crimmins is a four year tuition scholarship. The scholarship committee will consider the applicant's scholastic achievement, extracurricular activities, contributions to the high school and neighborhood community, and needs.

Brian Rattigan Scholarships are available to students who have successfully completed one year of academic work at UMass/Boston. Awards will be made in recognition of creative achievement.

Vivian C. Savio Scholarships assist art majors at UMass/Boston. One or two scholarships are awarded yearly upon recommendation by the faculty and Chairperson of the Art Department in consultation with the Office of Student Financial Management.

Donald Sheetoo Scholarships are granted to Asian-American students who are either second-semester freshmen or transfer students. Applications are available through the Asian-American Society.

Jonathan Solzberg Scholarships are awarded to economics majors at UMass/Boston on the basis of academic performance and financial need. $1,000 is available annually. Applications may be obtained from the Economics Department.

For Undergraduate and Graduate Students

UMass/Boston Tuition Waivers (TW) eliminate the need for paying tuition to attend the University. They have been authorized by the Board of Trustees for in-state students who demonstrate financial need and who work and/or have high loan commitments. UMass/Boston Tuition Waivers are awarded through the Office of Student Financial Management.

Senior Citizen Tuition Waivers are available to students over 65 whose income does not exceed $12;000 per year.

How Awards are Made

Types of Aid Available

National Guard Tuition Waivers are available to members in good standing of the National Guard.

Massachusetts Veterans' Tuition Waivers may be available to students who entered military service while residents of Massachusetts. Information may be obtained from the Veterans' Affairs Office.

For Graduate Students Only

Graduate Assistantships in Teaching and Research are offered through those departments which sponsor graduate programs. Stipend amounts vary with the type of work and the amount of time required. For further information, students should contact the Office of Graduate Studies or the appropriate Graduate Program Director.

Tuition Waivers for Graduate Assistants are granted only to assistants who receive stipends equal to at least half the current standard annual assistantship stipend and who are appointed for a period of at least one full semester. Certain fees are not waived.

Tuition Waivers for Foreign Students are available to as many as 10% of the foreign students in degree programs. For further information contact the Office of International Exchange.

Tuition Waivers for Full-time State College and Community College Faculty have been authorized by the Board of Trustees for faculty members of Massachusetts State Colleges and Regional Community Colleges, providing the faculty members have been serving full-time before taking courses at the University and afterward return to full-time teaching at the schools from which they came. When an eligible faculty member wishes to take courses at the University, his or her college president should write a memorandum certifying that he or she is a full-time faculty member; that memorandum must be submitted to the Bursar's Office when the semester's tuition bill is to be paid. Such faculty members must be accepted for admission by Graduate Studies prior to any registration.

Faculty and Staff Members of the University taking graduate courses are eligible for waivers of four credits' tuition and all general fees.

Other Educational and Social Benefits

Benefits for financing higher education are also available from such government agencies as the Social Security Administration, the Veterans' Administration, The Massachusetts Rehabilitation Commission, and the Massachusetts Department of Welfare. Students are urged to seek out any benefits for which they may be eligible by checking with the appropriate agencies.

"Need" and the Purpose of Financial Aid

The Office of Student Financial Management awards financial aid in compliance with federal, state, and University rules and regulations which are based on the concept of "need." Need, simply defined, *is the difference between the average cost of attending a college and the reasonable ability of the student and/or parents to meet that cost.* In order to assure fairness and equal treatment for all students and families in assessing financial need, all colleges and universities subscribe to an independent agency which analyzes the financial status of the student and the parents on a uniform basis. Most colleges, at least in the Eastern United States, use the College Scholarship Service (CSS) in Princeton, NJ. The CSS "Uniform Methodology" concept of measuring the ability of families to pay is based on considering the same standard economic characteristics for all families: income, assets, family size, taxes, medical costs, minimum standard of living allowances, etc. This system assures that the financial aid offices at different schools are operating on the same basis and dealing with the same set of facts for each student.

It is also important to remember that "financial aid" is quite different from such social services as welfare, unemployment compensation, and the like. To compare financial aid with welfare is unfair and incorrect. The purpose of financial aid is to support the educational endeavor, the basic cost of attendance at a college. When eligibility for financial aid is determined, individual choices and circumstances in living patterns are taken into account. *But the University, through financial aid, cannot and will not assume the costs of family support or other expenses not associated with the pursuit of education.* Similarly, the Office of Student Financial Management cannot and will not assume responsibility for finding ways to meet the cost of educating a student if the student or the student's family is capable of providing the necessary support. In effect, financial aid awards supplement other resources.

Keeping these points in mind, students are encouraged to take advantage of the services offered by the Office of Student Financial Management. The only way to find out about eligibility for financial aid is to apply.

Cost of Attendance

As part of the process of determining the amounts of financial aid for which students are eligible, the Office of Student Financial Management establishes "institutional budgets" based on the average estimated costs of attending UMass/Boston. A budget for the costs of attending a college may be compared to any general budget familiar to most people, such as a household or personal budget. Within that budget, a number of factors may change from time to time due to rising labor costs, changes in the costs of goods and services, and other influences. The Office of Student Financial Management therefore reviews institutional budgets each year, as well as during the school year if necessary, in order to arrive at fair estimates. Since the student population is made up of people with differing living situations, the Office uses four budget categories: dependent, independent, single parent/married, and out-of-state. Sample budgets appear at the end of this section.

Rights and Responsibilities

How Awards are Made

Parent and/or Student Contribution

The Office of Student Financial Management is concerned primarily with the reasonable ability of parents and/or students to meet the cost of attendance. The "total family contribution" is determined by a CSS analysis of the information supplied on the Financial Aid Form. When an application is considered, all student and parent assets are reviewed. Usual family assets are job income, equity in property, and savings. Some other kinds of assets considered are student summer savings, outside scholarships, educational trusts, social security, and veterans' benefits.

Need

"Need" is the difference between the cost of attendance (as established by the appropriate institutional budget) and the student and/or family contribution. In meeting need, several factors come into play. First, the Office of Student Financial Management must consider the amounts of financial aid funds available and the estimated number of students eligible to receive those funds. The Office follows two general rules: First, student needs are met to the fullest extent allowed by the funds available; and, second, funds are distributed as equitably as possible. For this reason most financial aid awards are made in "packages"— combinations of grant aid (scholarships and grants) and "self-help" (loans and employment opportunities). The Office of Student Financial Management cannot guarantee that it will be able to meet a student's total "need" or offer the particular kind of aid desired by the student.

Sample Institutional Budgets, 1981-1982

Expenses (Academic Year)	Dependent* (9 month period)	Independent (12 month period)
Tuition**	$ 952.00	$ 952.00
Activities Fee	46.00	46.00
Athletics Fee	25.00	25.00
ID Card	2.00	2.00
Health Fee	60.00	60.00
Mass PIRG (optional)	4.00	4.00
Medical Insurance (optional)	100.00	100.00
Room and Board Allowance	1,700.00	3,900.00
Books and Supplies	275.00	275.00
Personal Expense Allowance	520.00	850.00
Transportation	450.00	600.00
Totals	$4,134.00	$6,814.00

*Students in this category must be considered legal dependents by the Internal Revenue Service.
**Out-of-state tuition for two semesters is $3,350.00.

Student Rights and Responsibilities in Connection with Financial Aid

1. All students have the right to apply for financial aid and must be considered fairly and equally, without regard to race, creed, sex, or national origin.
2. Every student has the right of review of his or her case with a professional counselor in the Office of Student Financial Management.
3. All students have the right to see all materials held in their folders within the Office of Student Financial Management (one exception is the Parent's Confidential Financial Information, if the parent(s) have specifically prohibited disclosure to the student). To do this, a student *must* make an appointment with a Financial Aid Counselor. Members of the Office of Student Financial Management staff, in exercising their responsibilities, also have the right to see a student applicant's folder. *No* other person has this right.
4. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is closely guarded by the staff of the Office of Student Financial Management.
5. Upon review with a counselor, if a student remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Student Financial Management, the Financial Aid Advisory Committee, and ultimately the Dean of Enrollment Services.
6. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Student Financial Management.
7. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in University action or, in cases where federal funds are extended, in penalties of law.
8. It is the responsibility of students to read all information, carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students difficulty in registering for classes.
9. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Student Financial Management. It is strongly suggested that students *plan early*.
10. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment, as a fully-aided undergraduate student is expected to carry no fewer than twelve (12) credit hours, and a fully-aided graduate student is expected to carry no fewer than nine (9) credit hours. Each student is expected to attend classes and progress satisfactorily toward his or her degree.
11. *All* students must present their UMass/Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. *There will be no exceptions to this policy.*

Division of Student Affairs

The Division of Student Affairs believes that students' academic goals may be best realized when support services complement the classroom experience. To that end Student Affairs professionals support students in their academic work, sponsor programs to enrich their experience of University life, and assist students as they plan for the future. Student Affairs offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, concepts, insights, and life planning.

Student Affairs aims to provide an interface between the academic community and the outside world, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student Affairs enhances the University experience by providing programs, services, and activities from which a student may carve the framework of his or her educational career and postgraduate endeavors.

The UMass/Boston student body is a highly diversified group which includes older (average age: 26), non-traditional students. Because many of these students have entered the University following a break in their formal schooling, the University provides a wide spectrum of support services ranging from child care and pre-freshman programs to veterans' assistance and career planning and placement programs.

Students keep in touch with the extra-curricular life of the University through INFO (the campus informational resource center), WUMB Radio, *The Mass Media* (the student newspaper), and *Wavelength* (the quarterly literary arts magazine). The Student Activities committee, under which a quarter-million-dollar trust fund is administered, sponsors cultural events both on and off campus, recognized student organizations (clubs), student media and publications, and community action programs which involve students as tutors and support staff in community-based, student-administered counseling work.

The Student Activities Committee is composed of student delegates elected from the three Colleges as well as at-large. Students also share responsibility for the well-being of the University as a whole. College-based senates and the University Assembly offer students substantial representation on campus governance bodies. Student representatives are elected each spring; any student may serve on University and/or College committees.

University Counseling Center

The University Counseling Center provides a wide range of programs for students including personal, psychological, peer support, and career counseling as well as seminars, workshops, psychotherapy, and referral services.

The Student Center for Counseling and Resources is a drop-in center for friendly interactions with other students, crisis counseling by a trained staff of peer support counselors, and support groups devoted to personal growth, men's and women's issues, health and fitness, and the like. Students also learn basic peer counseling skills from one another.

The Clinical and Consulting Services component is staffed by trained clinical psychologists and psychiatric social workers who provide individual and group psychotherapy on a short-term and intermediate-term basis. Referrals are also made to outside psychotherapists and agencies.

The Returning Women Students' Advisor assists women who are returning to school after a break in their formal education. Workshops in assertiveness training, career planning, and personal growth strengthen and support women in their academic endeavors. Personal and academic advising are offered on a drop-in basis.

Student Information Services (INFO)

INFO is the one-stop communications network and informational resource/referral service. Committed to gathering and disseminating information throughout the University community, INFO provides a multitude of communications-related services, coordinates student media and publications, and serves as the public relations arm of the Division of Student Affairs.

Three INFO centers are maintained for registration and referral of information about University departmental offerings, requirements, events, and activities. INFO logs campus information, composes the Weekly Calendar of Events and University Notices, stamps all posters for display on campus, distributes University publications and announcements, and provides a telephone "hotline" information service, a daily listing of University activities, and display areas for University publicity. Lost and Found is a joint effort of INFO and the Department of Public Safety. Tours of the University may be booked by INFO for prospective students and the general public.

INFO's scope of responsibility includes coordination of all student media and publications, the publication of *Images and Info* (the University resource and services guide), campus directories and brochures, and coordination of University special events. INFO provides University communications-related offices with the latest information registered on campus, and administers public relations and publications for the Division of Student Affairs. INFO also hosts INFOFEST, a biannual information fair and arts festival aimed at generating "esprit de corps" in the campus community.

University Health Services

The primary goal of the University Health Service is the maintenance of good health among UMass/Boston students. To that end, the service provides care for the acute, episodic, and short-term problems common among students. For health problems requiring more sophisticated or long-term care, a referral list of carefully screened and selected general practitioners, psychotherapists, and community health care facilities is available.

As a registration requirement, every student must submit a report of a recent physical examination and a medical history to the Health Service. Through a careful review of these reports, the Health Service is alerted to any pre-existing medical problems which may require immediate attention or changes in an academic or athletic program. All medical reports are privileged and confidential; access to a particular student's file may be obtained only with the student's written permission.

The Health Service is supported by mandatory student health fees. Optional supplemental health insurance coverage is available for those medical and surgical services not provided on campus. Further information on the student insurance plan may be obtained through the Health Service.

Students participate in both the general planning of the Health Service Program and the implementation of certain aspects of the program. The Director of the Health Service actively solicits the advice of a Student Health Advisory committee and the Health Education Division is usually staffed by students. Students also assist in other areas of the service.

The main Health Service facility is located at the Harbor Campus. The clinical staff is composed of three full-time nurse practitioners, one part-time nurse in general medicine, and one full-time nurse practitioner specializing in gynecology. Physicians, including a psychiatrist, are available by appointment. A Satellite Clinic of the Health Service, administered by a full-time nurse practitioner and an assistant, operates at the Downtown Center. Appointments with physicians may also be arranged at this clinic.

Career Services

Seniors, alumni, and all other students seeking to enter the job market receive counseling and assistance in conducting effective job campaigns through the Office of Career Services. The Office provides much information about career opportunities and facilitates contacts with prospective employers whenever possible.

Individual counseling and group seminars in career development expose students to the many and varied career opportunities available, to the requirements of prospective employers, and to the changing nature of the occupational world. Career counseling and life/work planning services include group discussions in which students, representatives of businesses and community agencies, faculty, and career development staff participate.

Placement services include group seminars in resume writing, interviewing techniques, and the job campaign. An active on-campus recruiting program brings employers to the campus to interview for current openings.

The Job Skills Bank establishes contacts by bringing distinguished alumni to the campus to discuss ideas and employment opportunities. The Job Employee Matching System (JEMS) is a computerized service through which seniors, alumni and employers may easily match applicants with appropriate positions.

A career resource library provides information on occupational outlooks and salary statistics to students with interests covered in all three Colleges. Specific information about businesses, non-profit organizations, school systems, and government agencies is also available.

Letters of recommendation and other credentials are kept on file and made available by the Career Services Office— a service of particular interest to seniors and alumni who are considering graduate school or careers in teaching. Special career days and workshops may be organized at the request of any campus organization. The office publishes a brochure of resumes of seniors and alumni annually for review by employers.

The Office of Graduate Study Advising provides information and advice on a variety of graduate study programs. Resource materials on many fields are available, as well as application forms for the Graduate Record Exam (GRE), the Law School Admissions Test (LSAT), the Graduate Management Admission Test (GMAT), the Medical College Admission Test (MCAT), and the Miller Analogies Test (MAT). Information about financial aid for graduate study is available. Advising is also offered for students interested in the law, and in medicine and other health care fields.

Athletics and Recreation

The $9 million Catherine Forbes Clark Athletic and Recreation Center at the Harbor Campus opened its doors to the University community early in 1981. The new facility includes a gymnasium, a skating rink, and a competition-sized pool, all with ample seating for spectators, as well as gymnastic, weight-training, and exercise rooms, and a dance studio. The building provides a new home for the varsity basketball and ice hockey teams and the basis for expansion into other inter-collegiate varsity sports. Outdoor tennis courts and athletic fields will soon be constructed adjacent to the Clark Center.

The campus also offers a range of indoor recreational facilities housed in college buildings, including a gymnasium, weight training rooms, and handball and squash courts; two athletic fields and a fleet of Mercury sailboats and rowing dories complement the athletic facilities. UMass/Boston students may enjoy athletic competition and camaraderie throughout the changing seasons.

Disabled Student Center

The Resource and Counseling Center for Disabled Students serves physically disabled students and those funded through the Massachusetts Rehabilitation Commission through offices at both the Harbor Campus and the Downtown Campus. The Center offers counseling for individual students, peer counselor training, reading and tutorial services, assistance with University billing procedures, referrals for additional assistance, and places for students to discuss difficulties with staff members and peers. A tape library, a Braille library, typewriters, and Braille equipment are available at the Harbor Campus. The Center aims to meet the needs of any student who requests its services.

Child Care

The University operates two licensed child care centers for children of University students, faculty, and staff. The toddler program is for children between the ages of eighteen months and three years; the pre-school program is for children three to five years old. Teachers in these centers work together with student teachers, work-study students, and volunteers to encourage children to become aware of themselves and their potential, and to develop their capacities for self-reliance, cooperation, initiative, and responsibility. There are places for 60 children in the program. Costs are moderate, and financial assistance is available for eligible families.

Veterans' Affairs

The Office of Veterans' Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also coordinate the paperwork involved in the certification of veterans for educational benefits.

Responsibility for proper notification of any change in status rests with the veteran. Any change in a student veteran's semester credit load, marital status, or number of dependents should be reported immediately to the Director of Veterans' Affairs, as should withdrawal from the University.

Pre-Freshman Programs

The College Preparatory Program, the Veterans' Educational Training Program and the Special Services Project are federally funded pre-freshman programs which provide educational opportunities to students of varied academic backgrounds.

The College Preparatory Program assists economically and educationally disadvantaged youth who might not otherwise enter college or succeed in college-level work. Program participants are given intensive instruction in academic skills, as well as academic and career guidance aimed at developing positive self-concepts and constructive attitudes toward learning.

Students selected for participation come from Boston public schools and are ordinarily recruited in their sophomore or junior years. Eligibility requirements are low family income and enrollment in a high school's general or business curriculum, or below average performance in the high school's college preparatory program. Students must also be both able and motivated to enter and succeed in higher education after two or three years of participation in the program.

The College Preparatory Program offers classes and tutorials during the school year at the Harbor Campus as well as a six week summer residential program at the Amherst campus during July and August.

The Veterans' Educational Training (VET) Program provides instruction in academic skills and counseling in order to prepare veterans for either attaining the G.E.D. or admission to a post-secondary institution. The VET Program offers non-credit courses in English composition, mathematics, literature, and the social sciences, as well as vocational, educational, and personal counseling. After successful completion of the program, students may be considered for admission to the University without having to meet the usual admission requirements.

The University Special Services Project aims to assist freshman students with academic potential who demonstrate a need for supplemental and/or special services as a result of disadvantaged educational, cultural, or economic backgrounds. Many of the participants in the project are older students who have returned to college. Others eligible are handicapped students and those who need bilingual instruction, tutoring, and counseling to successfully pursue their college careers. Participants may receive services, if necessary, through their sophomore year.

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant, Catholic, and Jewish chaplains offer liturgical, educational, and spiritual programs. Among these programs are daily prayer, mid-week liturgies, scripture seminars, study groups, individual counseling, spiritual direction, the Bread for the World Study/Action Group, the Bible Study and Fellowship program, and retreats. The Campus Ministry also operates a lending library of theological and spiritual books.

Office of International Exchange

The Office of International Exchange serves both students from foreign countries who are enrolled at UMass/Boston and UMass/Boston students who wish to study, work, and travel abroad. The Office provides foreign students with information about such matters as visas and immigration regulations, as well as counseling in personal, family, housing, health, and financial matters. Many programs for study abroad are offered through the University; these are briefly described in the "Exchange Programs" section of this catalog. For further information, contact the Office of International Exchange.

Student Activities

The extracurricular life of the University centers on activities sponsored primarily through the Office of Student Activities and funded by the Student Activities Trust Fund. Established by the University Board of Trustees, the fund is maintained by mandatory student activities fees and is administered by a professional staff following recommendations made by an elected student committee.

The University Student Activities Committee (SAC) is composed of 24 students elected by the student body as either collegiate or at-large representatives. The SAC is governed internally by a Chairperson, Secretary, and Treasurer who are elected to their posts by the committee itself. The SAC also has four standing subcommittees, each made up of six of the 24 members. These subcommittees focus on community action, media and publications, cultural events, and recognized student organizations (clubs). The entire committee holds responsibility for overseeing, coordinating, and allocating funds for student activities, both on and off campus.

In addition to sponsoring the clubs listed below, the SAC maintains the Harbor Gallery, the Pub Club, the Student Book Exchange, the Student Advocacy Center, the University Radio Station (WUMB FM 91.9), a photo offset composition and printing shop (Point Press), and a Ticket Series for reduced rates at Boston area cultural and athletic events. Further information about current program offerings is available from the Student Activities Office.

Continuing Education and Summer School

Student clubs receiving funding include, but may not necessarily be limited to, the following:

Above the Average Age Student Organization
African Student Union
American Marketing Association
Anthropology Club
Arabic Student Center
Architectural Society
Armenian Club
Asian-American Society
Book Bazaar
Chemistry Club
Chess Club
College Republicans
Columbia Point Cycling Club
Committee Against Racism
Computer/Math Club
Disabled Student Club
Drama Club
Earth Foods Restaurant
Economics Club
English Club
Film Series
Food & Nutrition
French Club
Gay People's Group
German Club
Graphic Arts Club
Greek Club
Humane Energy Alternative
Hillel Club
Hispanic Student Center
History Club
Human Resource Management
Human Rights Project
Imani
International Association
Irish Historical Society
Italian Club
Ja Sin Do
Karate Club
Latin American Student Union
Lecture Series
Mass PIRG
Multi-Media Club
Music Club
Native American Club
Network
Norlantic Reef Combers
Parents' Support Organization
Philosophy Club
Physics Club
Photography Club
Politics Society
Portuguese Student Club
Prison Reform Group
Puerto Rican Student Union
Rock 'n Roll Club
Runners' Club
Sailing Club
Ski and Outing Club
Social Events
Spanish Club
Spartacus Youth League
Student for Service Workers
Student Veterans Union
Urban Students
Wavelength Magazine
Welfare Associates
World Affairs Club
Women's Center
Women's Self-Defense Group
Women Against Sexual Harassment
Yearbook

The Division of Continuing Education

The Division of Continuing Education extends the University's resources to people who might not otherwise be able to make use of them. Continuing Education programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific client groups. The Division's programs maintain the same high standards as all other University programs, and are developed with the participation and approval of the appropriate academic units.

Continuing Education offers outreach and public service by working with such institutions as Malden Hospital, with the Massachusetts Department of Corrections, with various social agencies, and with labor unions. Through Continuing Education, the University also offers special programs of high interest to professional groups or businesses. Two recent examples of such programs are a series of software workshops for computer professionals and an improvisation clinic for jazz musicians.

Continuing Education aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency. The Division is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the University. The Division relies on imaginative proposals from within the University and accurate information about learning needs outside the University. It welcomes comments, suggestions, and requests for information about its programs.

Summer School

The University offers a variety of undergraduate and graduate courses during the summer, particularly those courses which are overenrolled during the school year, or courses that are not usually offered during regular academic terms. Summer session students may fulfill University requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. The three Colleges hold summer classes at their usual Harbor Campus and Downtown locations. In addition, the University offers a program of study in the natural sciences and humanities on Nantucket Island. The Summer School has an "open admissions" policy: any person who has completed a secondary school education may enroll in most courses. Further information may be obtained from the Summer School Office at the Harbor Campus.

Exchange Programs

Overseas Study

UMass/Boston students who wish to explore other countries and cultures may do so through a wide range of programs for overseas study. They may enroll directly in foreign universities as exchange students, or study and travel abroad during the summer or intersession. Interested students are given information and guidance by the University's Office of International Exchange.

The University of Massachusetts has established exchange agreements with more than twenty foreign universities; UMass/Boston's membership in the International Student Exchange Program (ISEP) adds nearly forty schools to this number. Exchange students take regular courses full-time at foreign institutions during an academic year. Generally they do so as juniors. An exchange student must, of course, be proficient in the language of instruction at the school he or she attends. To qualify for exchange study, a student must also have a cumulative average of 3.0 or better, and the prior approval of his or her department chairperson and the Dean of Enrollment Services. (Interested students should plan well ahead, and should be sure to obtain approval forms from the Office of International Exchange.) Credits earned for foreign study will count toward UMass/Boston degrees, though in most cases grades given abroad will not be included in UMass/Boston cumulative averages.

Through programs sponsored by the University, exchange students may study in Canada, China, Finland, France (where UMass/Boston itself sponsors a program at the University of Paris), Germany, Great Britain, Ireland, Japan, Sweden, and Taiwan. ISEP programs have been established with schools in many of these countries, as well as in Australia, Belgium, Brazil, Costa Rica, Ghana, the Ivory Coast, Kenya, the Netherlands, Nigeria, Poland, Senegal, Sierra Leone, Switzerland, and Tunisia.

The University of Massachusetts also sponsors special summer programs for study and travel in England, France, Germany (and Austria), Japan, Portugal, and Spain, as well as a January intersession program for zoological study in Panama. Requirements and credits awarded vary from program to program.

Other colleges and universities sponsor overseas study programs in which UMass/Boston students may participate. Eligibility requirements for these programs may differ from those of University of Massachusetts and ISEP programs.

All students interested in overseas study should contact the Office of International Exchange for information about University of Massachusetts and ISEP programs, as well as programs for study abroad offered through other universities. The Office also provides information about prior approval, academic credit, financial aid, and arrangements for transportation, meals, and housing.

National Exchange Program

The National Student Exchange Program offers UMass/Boston students the opportunity to study at 52 participating state colleges and universities, in 33 states, at in-state rates. NSE presents the chance to explore new geographical settings, experience academic diversity, and study under different educational and social circumstances in various parts of the United States. Students returning from exchange enjoy an increased sense of independence, as well as a better appreciation of home and an enhanced awareness of ideas and value systems different from their own. Financial aid is available. For further information, contact the National Student Exchange Coordinator in the Office of Registration and Records.

New England Regional Student Program

The New England Regional Student Program enables Massachusetts residents to attend courses at certain universities in other New England states for only the cost of their own in-state tuition. For further information, contact the UMass/Boston Admissions Office.

Interchange with the University of Massachusetts at Amherst

UMass/Boston students who wish to study at UMass/Amherst may do so as either permanent or temporary interchange students. Permanent interchange students transfer to the Amherst campus, remain, and earn their degrees from UMass/Amherst. They meet UMass/Amherst admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Amherst Financial Aid Office. Temporary interchange students from UMass/Boston attend UMass/Amherst for one or two semesters, applying UMass/Amherst credits to UMass/Boston degree requirements. Temporary interchange students receiving financial aid work through the Office of Student Financial Management at the Boston campus. Special UMass/Amherst interchange application forms are available at the UMass/Boston Admissions Office.

Academic Regulations

Sections designated by asterisks * *do not* apply to the College of Public and Community Service.

Conduct

A high standard of conduct, based on self-respect and consideration for the rights of others, is expected of all students. The disciplinary system of the University is based on a published code of student conduct, and is administered by the University Committee on Student Discipline, a group comprised of faculty and students. Hearings are conducted to insure due process and fair and impartial consideration. The University, acting through its chancellor or any duly designated administrative officer, distinctly reserves the right in emergency situations to suspend a student. A student so suspended by administrative action is entitled to a speedy consideration and disposition of his or her case by the University Committee on Student Discipline.

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students should report illnesses to the University Health Service, which will verify dates of absence if requested by faculty members.

Course Load for Full-Time Students*

Students may plan their programs for four years (eight semesters), or five years (ten semesters). Freshmen and sophomores normally carry four courses for sixteen credit hours; juniors and seniors normally carry five courses for fifteen credit hours. A junior or senior science major who is taking a lab science course and a required, four-credit core course may carry a course load of eighteen credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course with the permission of his or her advisor.

Registration

Registration Policy

New students and continuing students who are in good academic and financial standing with the University may register. A student who wishes to obtain a degree from the University must be formally admitted to a program. Applications and information may be obtained at the Office of Registration and Records.

A matriculated student who has not been continuously enrolled must file an application for readmission with the Office of Registration and Records.

Preregistration

All currently enrolled students in good academic and financial standing are expected to preregister, during an Advance Registration Period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at the Office of Registration and Records during the registration period. Bills are mailed to students who preregister.

Registration During the "Add/Drop Period"

New, readmitted, or Special students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy

All continuing, degree-seeking students must register during the Advance Registration Period; all new, readmitted, or Special students must be registered by the end of the Add/Drop period. Otherwise these students will be assessed late registration fees of $25.00.

Course Changes*

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period— usually five days at the beginning of each semester. To do so, a student should:

- pick up an add/drop form from the Office of Registration and Records;
- have the instructor of a course to be added state on the form that space is available;
- have the instructor of a course to be dropped release the student on his or her records and on the form;
- have the add/drop form signed by the student's advisor; and
- return the form to the Office of Registration and Records.

Between the end of the Add/Drop Period and the withdrawal deadline noted for each term in the academic calendar, a student may still drop courses but will receive a grade of "W" for each course dropped. "W" (Withdrawal) grades are not, however, counted in the student's grade point average. To drop courses during this period, a student should:

- obtain a course withdrawal form from his or her Dean's Office, or the Office of Registration and Records;
- have the form signed by the course instructor and the student's advisor to certify withdrawal; and
- return the form to the Office of Registration and Records.

Final Examination Schedule Changes

A student may have a final examination re-scheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Graduation Requirements*

In order to graduate, students must (a) meet the requirements of a major department; (b) fulfill the core curriculum requirements of their colleges; (c) maintain a minimum 2.0 cumulative average; and (d) successfully complete 124 credit hours. This total must include a minimum of 30 residency credits at the University. For students admitted to the University prior to the fall of 1979, this total must include 45 residency credits.

Change of Major*

A student who has declared a major field and wishes to change it must obtain a "Change of Major" form from the College Dean's advising staff. The student should then consult with, and obtain the approval of, the chairpersons of the former and new major departments, and return the completed form to the Office of Registration and Records.

Grades*

The University uses a system of letter grades which are equivalent to numerical "quality points" according to the following list:

Letter Grade	Quality Point Equivalent
A	4.00
A—	3.75
B+	3.25
B	3.00
B—	2.75
C+	2.25
C	2.00
C—	1.75
D+	1.25
D	1.00
D—	.75 minimum passing
F	.00 fail
Inc	Incomplete
Pass	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared yearlon course

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours carried to arrive at the cumulative quality point average.

Pass/Fail Option*

A student may elect one course each semester, up to a maximum of eight in his or her collegiate work, to be taken on a Pass/Fail basis. The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation but not in the cumulative quality point average. The grade "F" will count as a failure. To take a course on a Pass/Fail basis, a student must be carrying three courses or twelve credits during the semester in which the Pass/Fail course is elected. The student must present a Pass/Fail option card for the course to the Office of Registration and Records at the time announced during each semester. A Pass/Fail request cannot be withdrawn after the deadline.

Failed Courses*

A failed course required for a degree must be repeated. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

Incompletes*

A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Office of Registration and Records by the grading deadline for that semester, i.e., by the end of the *next* fall semester for fall Incompletes; by the end of the *next* spring semester for spring Incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F," and the student will not be allowed to complete the course.

Transfer Records*

The cumulative average of a transfer student at a former school is not carried over to the University. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the University but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see below).

Departmental and University Honors*

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether it meets departmental standards for honors or not.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

Good Standing, Probation and Academic Dismissal*

A student whose semester average falls below 1.5 during the first three semesters or 2.0 for subsequent semesters is placed on scholastic probation and is warned by a statement on the bottom of his or her copy of the semester grade report that continued below-standard performance will result in academic dismissal or failure to graduate. Collegiate Committees on Standards and Credits are charged with modifying, extending or limiting the restrictions on a student during the period of scholastic probation and determining its length. Each Committee reports all such modifications to collegiate governance bodies.

Students are academically dismissed when their cumulative averages fall below the following requirements for good standing:

Number of Terms Completed	Cumulative Average Required for Good Standing
1	0.0
2	1.3
3	1.5
4	1.6
5	1.7
6	1.8
7	1.9
8	2.0

Students electing five-year programs must maintain 2.0 averages for the last two semesters.

Students readmitted after academic dismissal must attain the cumulative average for the class to which they are assigned at the time of readmission.

Voluntary Withdrawal

Students may withdraw from the University before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of Registration and Records. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the University, a student must do the following:

- consult with a member of the Dean's advising staff, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the Library, the Health Service Office, the Bursar's Office, the Student Affairs Office, the Office of Student Financial Management, the Bookstore and the science laboratories.

Readmission*

Students who leave the University in good standing may resume their studies by obtaining a readmission form from the Office of Registration and Records, completing it and returning it to that Office. They will be notified in writing of their readmission status.

Students who have been dismissed from the University and wish to resume their education should pick up and complete a readmission form from the Office of Registration and Records, write a letter of appeal addressed to the appropriate College's Standards and Credits Committee and make an appointment for an interview with a member of the advising staff of their college.

All previous course work at the University remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the University in the fall semester must have their readmission forms received by June 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Administrative Withdrawal

A student may be administratively withdrawn from the University if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

Section 1/Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal:

a. Failure to comply with administrative requirements, specifically:
   1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.
   2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

b. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

c. Certified physical health or mental problems of a hazardous nature.

Section 2/Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

a. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

b. return his or her identification card and any and all other property belonging to the University currently in his or her possession;

c. receive no further material or notification from the Office of Registration and Records concerning University affairs.

Section 3/Procedures for Implementing Administrative Withdrawal

I. Procedures to be applied to cases brought under the conditions of Section 1a.
   a. The appropriate administrative official may recommend to the Office of Registration and Records that a student be administratively withdrawn from the University.
   b. The administrative official shall make his or her recommendation in writing to the Office of Registration and Records, detailing his or her compliance with the following requirements:
      1. The recommendation must be based on one of the grounds set forth in Section 1a.
      2. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.
      3. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
   c. If the Director of the Office of Registration and Records is satisfied that the conditions specified in paragraph b of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.
   d. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph c of this section, the Director shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
   e. If a student requests a hearing within the time allotted in paragraph c of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

II. Procedures to be applied to cases brought under conditions b and c of Section 1.
   a. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.
   b. The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:
      1. The recommendation must be based on one of the grounds set forth in Section 1b or c;
      2. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;
      3. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

Administrative Withdrawal

c. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph b of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.

d. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph c of this section, the Committee shall instruct the Director of the Office of Registration and Records to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

e. If a student requests a hearing with the Committee within the time allotted in paragraph c of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section 1b or c. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.

f. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the committee shall instruct the Director of the Office of Registrations and Records to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Vice Chancellor affirms the Committee's decision, he or she shall notify the student of his or her decision, and instruct the Director of the Office of Registration and Records to withdraw the student. On appeal from the student, the Vice Chancellor for Student Affairs may modify the reinstatement conditions.

Section 4/Reinstatement

I. Reinstatement from administrative withdrawal brought under the conditions of Section 1a.
   a. Any student who has been administratively withdrawn under Section 1a may make arrangements with the Director of the Office of Registration and Records for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.
   b. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

II. Reinstatement from administrative withdrawal brought under conditions b or c of Section 1.
   Any student who has been administratively withdrawn under conditions b or c shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Vice Chancellor for Student Affairs where the Vice Chancellor has changed reinstatement conditions appealed by the student.

Section 5/Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Director of the Office of Registration and Records shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

Right to Review University Records

Educational Rights and Privacy Act

In accordance with Public Law 93-38, the University wishes to inform all UMass/Boston students of their rights to review their education records on file at the University.

Education records include those records, files, documents, and other materials which contain information directly related to a student, and which are maintained by the University or by a person acting for the University under the Educational Rights and Privacy Act.

Any UMass/Boston student wishing to examine his or her education record should so request one of the following offices directly:
Admissions
Dean's Office
Financial Aid
Health Service
Registration and Records
Teacher Certification Program

(NOTE: Other offices sometimes hold copies of education records for their use. Students desiring information on these offices should contact the Office of Student Affairs.)

Students must produce proper identification before viewing their records. Although the law allows 45 days from the request date before access to records must be granted, most UMass/Boston offices will try to satisfy written requests within a few days. Students should note, however, that certain education records are regarded as confidential, and that the availability of the information contained therein is limited (for instance: medical records, parents' financial records).

The Privacy Act of 1974 also limits the ability of educational institutions to release information from a student's education record to third parties— except for data regarded as "directory information." While at present there is no directory published for students at UMass/Boston, the University regards a student's name, address, collegiate affiliation, status, officially recognized activities, and graduating class as "directory information" and thus reserves the right to release that information to third parties, unless the student has requested that the information not be released without his or her prior consent.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Office of Student Affairs, Administration Building, Third Floor.

The College of Arts and Sciences

The College

The College of Arts and Sciences is the largest and oldest of the three colleges of the University of Massachusetts at Boston, with more than 450 faculty members in 22 departments serving a student population of approximately 6,000. Supplementing departmental programs are some 19 interdisciplinary concentrations and certificate programs which provide students the opportunity to integrate perspectives gained in various disciplines. The great variety of programs is reflected in the traditional disciplines of the arts and sciences, interdisciplinary studies, and pre-professional programs. Evening classes, part-time degree and certificate programs, tutorial services, and pre-college programs bring the offerings of the College to an extraordinarily diverse student body. The College provides a broad, liberal arts perspective to programs of the other two colleges of UMass/Boston through direct faculty participation in the areas of general education at CPCS and CMPS and by making its own courses available to students at these colleges.

In addition to the extensive undergraduate program, programs leading to master's degrees have been established in American civilization, biology (with a track in applied marine ecology), chemistry, critical and creative thinking, English, history (with tracks in archival methods and historical archaeology), mathematics (with a track in computer science), and applied physics. (For further information, see the Graduate Studies section of this catalog.) More graduate programs, some multidisciplinary in focus, are being planned. Ready for implementation in the near future are master's degree programs in applied sociology and liberal studies and a PhD program in environmental science.

The fundamental goal of the College is to develop in its students the skills, interests, and understandings that will be a basis for life-long personal and intellectual growth. The entire curriculum is grounded in the abiding conviction that a sound foundation in, and a challenging engagement with, the liberal arts and sciences form the necessary perspective of those who would make significant contributions to society while continuing to develop their own interests.

While we place new emphasis on the many ways in which the University serves the public, the heart of the intellectual enterprise remains the objective pursuit of knowledge according to the highest standards of open inquiry. Indeed, society is coming to recognize that preserving the integrity of that pursuit is the best means of assuring the fresh current of ideas and discoveries needed to face the problems of the future.

The college prepares its graduates to enter directly into working careers or to continue their studies in professional or graduate programs. The degrees of Bachelor of Arts, Bachelor of Science, Master of Arts, and Master of Science are currently awarded.

Departments and Major Degree Programs of the College of Arts and Sciences

Anthropology
Art
Biology
Black Studies
Chemistry
Classics
Greek
Latin
Greek-Latin
Classical Studies
Economics
English
French
German
History
Italian
Mathematical Sciences
Pure Mathematics
Applied Mathematics
Computer Science
Music
Philosophy
Ethics, Social and Political Philosophy
Philosophy/Psychology
Physics
Political Science
Psychology
Psychology/Philosophy
Russian
Sociology
Urban Social Service
Spanish
Theatre Arts

Certificate Programs

The following nine programs offer Certificates upon successful completion and are open to non-degree-seeking as well as degree-seeking students.

Computer Science
Major Certificate
Minor Certificate
Creative Writing
Labor Studies
Law and Justice
Marxist Studies
New England Historical Archaeology
New England Prehistoric Archaeology
Urban Studies
Women's Studies

Graduation Requirements

The College

Interdisciplinary Concentrations and Special Programs

American Civilization Program
Biobehavioral Studies Program
East Asian Studies Concentration
Irish Studies Concentration
Latin American Studies Program
Linguistics Program
Study of Religion Concentration
Teacher Certification Program
Technical Writing (Computer Science)*
Translation Program
*During 1981-82 this program may be opened to non-degree-seeking students.

In addition to the Majors, Certificate Programs, Concentrations and Special Programs, the College also offers opportunities to study in the following areas:

Armenian Studies
Chinese Studies
Humanities
Interdisciplinary Studies
Japanese Studies
Polish
Portuguese Studies

Engineering Program

In cooperation with the University of Massachusetts at Amherst, UMass/Boston conducts a two-year introductory program in engineering. The program makes it possible for students to live and work in the Boston area while completing at least half of the course work required for the Bachelor's Degree in Engineering. Students successfully completing the program are guaranteed admission to the School of Engineering at UMass/Amherst. For further details, see "Engineering Program" in this section of the catalog.

Note:

For detailed information, statements of requirements, and course descriptions, refer to the individual sections for departments, programs, concentrations, and areas of study in the following pages. For information about the range of offerings each semester, confer with departmental or program advisors and consult the schedules issued by the Office of Registration and Records.

Basic Requirements

To earn the degree of Bachelor of Arts or Bachelor of Science, a student must acquire a total of 124 credits and satisfy the requirements of a major from among the offerings of the College of Arts and Sciences. (In special cases a student may design an individual major curriculum. Guidelines for such majors appear on a following page.)

Requirements for Students Admitted in September, 1979, and After

The Core Curriculum

The requirements of the Core Curriculum apply to all students who entered the College in September, 1979, and after. The Core Curriculum offers over one hundred carefully designed courses that introduce, in ways suitable for the non-specialist, the general and fundamental character of the major academic areas they represent. They seek to introduce students to the kind of learning that broadens awareness, deepens understanding, poses alternatives, and informs decisions. At the introductory level these courses pay particular attention to the fundamental academic skills of expository writing, critical thinking, and mathematical reasoning.

Under the Core Curriculum all students take a year of Freshman Writing or gain a waiver by examination.

In addition, they are asked to elect twelve semester (half-year) courses from among no less than six of seven broad areas. At least three of the core courses must be at the intermediate level. In any *one* area of particular interest, a student may count up to three courses; otherwise no more than two.

Core Areas

The Arts
Historical and Cultural Studies
Philosophical and Humanistic Studies
Social and Behavioral Sciences
Natural Sciences
Mathematics and Computer Languages
Foreign Languages

Waivers

A student who presents evidence through placement scores or transcripts of intermediate proficiency in a foreign language may waive two courses in the foreign languages core area. A student who presents evidence through placement scores or transcripts of proficiency at the level of second semester calculus (Math 141 or 136) may waive two courses in the mathematics core area. Each waiver reduces by two the number of required intermediate courses.

Proficiency in Writing

Both the overall design of the Core Curriculum and the materials and methods of individual core courses assist students in acquiring proficiency in the skills of writing, of languages other than their own, of mathematics, of the arts, and of science. Foremost among these skills is the ability to use the English language effectively: to present ideas clearly, correctly, and persuasively in prose. For this reason the College requires all students to demonstrate proficiency in writing by either passing a Proficiency Exam or submitting a satisfactory portfolio of papers before the beginning of the junior year. Further information about the Writing Proficiency requirement is available from the College's Office of Academic Support and Advising.

Graduation Requirements

Identification of Core Courses

All core courses, at both introductory and intermediate levels, are identified by the prefix "C" in their course numbers. In the sections of course descriptions appearing later in this catalog, offerings satisfying Core Curriculum requirements are listed first. (To learn which core courses are to be offered each semester, students should consult listings issued by the Office of Registration and Records prior to registration.)

Requirements for Students Admitted Before September, 1979

Each student is required to take one year of training in writing, normally during the freshman year. Several different courses can be taken by students who have yet to complete this requirement. Students should contact the CAS Academic Support and Advising Office for further information.

Any student who entered as a freshman in September of 1978 and all students who entered in January, 1979, must complete the Writing Proficiency requirement either by passing the Proficiency Exam or submitting a satisfactory portfolio of papers before the beginning of the junior year. Further information about the Writing Proficiency requirement is available in the Academic Support and Advising Office.

In addition, each student shall complete a pattern of courses from the academic areas listed below. Students who entered the College before September, 1979, may fulfill the area requirement under one of two options:

Option 1

In this option each student must take twelve semester courses from among the following six areas:

Historical and Cultural Studies
Foreign Languages
Philosophy, the Arts, Literature
Mathematics, Computer Language, Statistics
Natural Sciences
Social and Behavioral Sciences

In fulfilling this distribution requirement the student may concentrate the courses in four areas, or may distribute them over five or six areas. In any case the student must complete a minimum of two courses in each of four areas. No more than three courses may be counted in a single area. In cases where a course may be appropriate to the requirements in more than one area, the student may count it in only one, unless otherwise specified in the course description. Freshman writing courses, honors courses in the majors, independent studies courses, special topics courses, and certain applied courses do not meet the distribution requirement. Students who have successfully completed a foreign language course at the 200 level, or who have passed an examination determining intermediate proficiency, need take only nine courses (in at least three areas other than foreign languages) to meet the distribution requirement. Courses offered to meet the language requirement must all be in the same language.

Option II

In this option students who demonstrate proficiency in a foreign language at the intermediate level shall be exempt from a language requirement. Students who have completed at least two years of foreign language in high school or otherwise demonstrate proficiency at the elementary level shall take two semester courses chosen from a foreign language at the intermediate level, or two semesters of foreign literature in translation, or one semester of each. Each student shall take three semester courses in the social sciences, at least one of which must be taken in history.

Each student shall take three semester courses in natural sciences or in mathematics, of which at least two courses must be taken in the same discipline, and at least one in a natural science.

Course Load for Full-time Students

First semester freshmen may normally enroll for no more than sixteen credits. Freshmen in their second semester and sophomores may normally enroll for no more than sixteen credits; these students may, however, take up to three additional credits under the following conditions:

1. The student's overall grade point average is 3.0 (or above) or the grade point average for the previous semester is 3.5 (or above) *and*
2. Written permission is secured either from the student's faculty advisor or from those the Dean of the College has designated (Associate/Assistant Dean for Academic Studies).

Juniors and seniors may normally take no more than five courses or fifteen credits but may take one additional course under the same two conditions that apply to second-semester freshmen and sophomores. The College does recognize one exception: Junior or senior science majors who are taking a lab science course *and* a required Core course (4 credits) may take three more three-credit courses, bringing the number of courses to five and the number of credits to eighteen.

CAS Honors Program

The Honors Program in the College of Arts and Sciences offers special opportunities for incoming freshmen and for sophomore transfers. A student already enrolled in the University who has not completed more than 42 credits of work may also apply for admittance to the program. Eligibility depends upon evidence of intellectual achievement. Normally that is provided by SAT scores and high school records, but other materials, such as publications, may also be submitted. To be considered for the program students should request interviews with the Program Director.

The great benefit of the Honors Program is a format and an organization that allow highly committed students to meet one another. Yet, since they are also enrolled in non-honors courses, the program does not in any way isolate them from the richness and diversity of the College as a whole. Further, in formal and informal situations they will have the opportunity to encounter a variety of faculty members.

Graduation Requirements

The curriculum has been constructed to encourage excellence in writing, verbal exchange, mathematical thinking, and language ability in order to give each student a broad and strong preparation for advanced work in his or her major field of study. This is done through the requirements, the interdisciplinary seminars, mini courses on special topics, and tutorial work.

Requirements

Freshman year:
Two semesters of Honors English composition
One semester of interdisciplinary work in the Freshman Honors Seminar
Three one-credit mini courses selected from the Honors roster of mini courses

Sophomore year:
One semester of interdisciplinary work in the Sophomore Colloquium (2 credits)
One semester of tutorial work with a faculty member in an area of study selected by the student
One Honors section in the College Core Curriculum

While in the program students must complete two semesters of work at the intermediate level in both a foreign language and mathematics. Students who have demonstrated proficiency in either may be exempt from the requirement. Students must be full time and maintain a 3.0 average or better in order to fulfill the program's requirements and to receive the notation of "honors" on their transcripts at the end of the academic year.

Individual Majors Curriculum

The individual major special option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study which differs from programs with standard requirements. The purpose of this academic option is to encourage exploration and the pursuit of individual interests and goals. A student may develop a major program from existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas within the College. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum:

Format of Proposals
In consultation with his or her advisor the student will prepare a proposal which will contain:

1. A rationale for wishing to pursue an individual program of study.
2. An articulation of the student's interests and goals. If a student states professional or graduate school plans then the proposal should show an awareness of the academic prerequisites.
3. A consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Academic Support and Advising Office to the Senate Committee on Majors, Honors and Special Programs for evaluation.
3. Proposals should be submitted to the Senate Committee on Majors, Honors and Special Programs in the second semester of the sophomore year before the accumulation of 60 credits, either before Nov. 1 in the fall semester or before March 1 of the spring semester. Transfer students' proposals may be submitted in the first semester of the junior year but no later.

Pre-Law and Pre-Medical Advising

The University conducts advising programs for students considering both legal and medical careers. Program advisors suggest courses and activities appropriate as preparation for these careers and provide information about procedures for applying to law and medical schools. (In past years, the percentage of UMass/Boston applicants admitted to law and medical schools has been high.) Interested students should contact the Office of Graduate Study Advising.

Office of Academic Support and Advising

The Office of Academic Support and Advising of the College of Arts and Sciences offers a comprehensive program designed to enable students to succeed in their studies. The focus of the program is on academic advising, academic skills instruction, and tutorials, but students are invited to seek assistance through this office with any problems that impinge on their academic careers.

Academic Advising

Each student is assigned an academic advisor. Freshmen meet their faculty advisors during the week of Freshman Orientation and continue through the year with the same advisors. When a student declares a major, usually in the sophomore year, an advisor is assigned by the academic department of the major program. Undeclared majors are assigned advisors by the Office of Academic Support and Advising. Students who do not know their assigned advisors should consult the Office of Academic Support and Advising.

Academic Skills Instruction

All new students in the College of Arts and Sciences are given a series of tests to help them assess their academic strengths and weaknesses; they are then encouraged to participate in those programs which most clearly meet their needs. The Office of Academic Support and Advising offers credit-bearing Fundamental Skills courses, non-credit workshops, and individual tutorials in general study skills, reading, writing, and mathematics. Detailed descriptions, schedules, and locations for these offerings are posted in the Office of Academic Support and Advising.

General Counseling

Students in the College will find skilled advisors on hand in the Office of Academic Support and Advising to assist with such problems as course withdrawals, withdrawals from the University, grievances, letters of recommendation for post-graduate study or work, choices of program or major, and referrals for assistance to other University services.

American Civilization Program

Director

Professor Irving Bartlett

The Program

The American Civilization Program is the special means in the College of Arts and Sciences for providing students with wide-ranging yet coherent opportunities to study the rich complexities of the United States— its people and their history, institutions, ideals, achievements, and aspirations.

In the program students can develop broad perspectives from which to understand their own experience and that of other Americans, past and present. In order to accomplish this, the program offers its own courses, which may be taken by all students in the University, and a concentration, which students may take as a complement to their major. Students may also major in American civilization by means of the individually-designed major option. The program also provides opportunities for independent research, field work and internships, honors work, a 15-credit Nantucket Semester, and guided research utilizing the resources of the Kennedy Library.

Courses the Program Offers

For Freshmen: Entering freshmen interested in American civilization may enroll in specified sections of English 101-102 (Freshman English). These sections will combine instruction in composition with readings in one or more topics in American civilization. Such selections will be announced and described each semester. For additional information, consult the Director of the American Civilization Program.

For Sophomores: Sophomores interested in American civilization are urged to enroll in either History 265-266 (American History I and II) or English 252-253 (Introduction to Literature in America). Completion of one or the other course is a prerequisite for enrolling in the American civilization colloquia.

For Juniors and Seniors: Any junior or senior who has completed either History 265-266 or English 252-253 may enroll in one or more of several different American civilization colloquia. Colloquia are designed to introduce students to the interdisciplinary study of American culture and society by examining specific local, regional, or national topics. Each colloquium is based upon informal but informed discussion, in which students are expected to participate actively, under the direction of a faculty member. Students receive three credits for the completion of each colloquium.

The following colloquia are offered regularly:

AmCiv 301A Pioneer Women and Men: The Myth and the Reality

AmCiv 301B The Concept of Culture and the Study of a City

AmCiv 301C Charlestown: The Historical Study of an Old Neighborhood

AmCiv 301D The New South: An Exploration in American Regionalism

AmCiv 301E Aliens and Anglo-Saxons: The Immigrant in American Society

AmCiv 301F Irish-American Culture

AmCiv 301J The Search for Community in America

AmCiv 301K Exploitation, Conservation and Ecological Change

American Civilization

Ordinarily, colloquia may count toward the major requirements of the department to which the instructor belongs as well as toward the American civilization concentration or major.

Other courses: During the spring semester, the American civilization program offers the five AmCiv courses which comprise the Nantucket Semester.

Five additional courses are available whenever needed by qualified students:

AmCiv 305 Adjunct Tutorial, 1 to 3 credits
AmCiv 478, 479 Independent Study I and II
AmCiv 498, 499 Honors Work I and II

Adjunct Tutorial and Field Work

Whenever appropriate and feasible, each colloquium may be extended to include a 1-to-3 credit research project, or a 1-to-3 credit field work project arranged through the CAS Dean's Office. Students accepted for a colloquium research project or for field work will enroll in AmCiv 305 (Adjunct Tutorial). Course credits will depend upon the nature of the work and the amount of time spent on the project. Interested students should consult the instructor of the colloquium in conjunction with which the student wishes to do a research project or field work.

In addition, field work in American civilization is a feature of the Nantucket Semester.

Requirements and Recommendations

The Concentration

Students with a sustained interest in American civilization— regardless of their major department— may complete a concentration in American civilization. That accomplishment is recorded on their official transcripts.

A minimum of six courses is required for the concentration. Of these, two must be American civilization colloquia (AmCiv 301). The remainder must be chosen from among more than 100 courses which are offered by other departments and programs, and which are relevant to American civilization. The courses selected must have a common *focus*: that is, they should share some clearly defined theme or issue in American culture and society, past or present. And the courses selected must represent at least two different disciplines. Two, but not more than two, of the six courses may also count toward the student's departmental major.

Here are examples of themes which might give the required coherence to a concentration: a visual and dramatic arts focus; an Afro-American focus; an urban focus; an environmental studies focus; a study-of-technology focus; a public affairs or public service focus; a Nantucket Island focus (the concentration requires only one colloquium for students electing the five-course Nantucket Semester).

Given the large number and range of courses on American themes and issues offered by departments and programs, the concentration should be able to accommodate the special interests of every student genuinely committed to studying American civilization. Of course faculty advisors will be available to assist students in articulating a *focus*, and in selecting appropriate courses.

The Major

In consultation with a faculty advisor, students may develop a plan for a major in American civilization by taking advantage of the individually-designed major option. This plan must be approved by the American Civilization Committee, and by the College Committee on Individual Programs.

The minimum requirements for the major are: two introductory-level courses, either History 265-266 (American History I and II) or English 252-253 (Introduction to Literature in America I and II), and at least ten courses above the introductory level; of these ten courses at least two must be American civilization colloquia (AmCiv 301) and the remainder should form a coherent pattern as in the *focus* of a concentration.

Honors

To be eligible for honors work, a student must be a concentrator or major in American civilization, and must have a cumulative average of at least 3.3 in the program, and an overall grade-point average of at least 3.0. The student will define the Honors project with the help of an American civilization faculty advisor, and will enroll in AmCiv 498-499.

Transfer Credit Policy

Transfer credit may be arranged with the permission of the Director of the program.

Independent Research and Study

The American Civilization Program offers students two unique opportunities for original research, each involving access to primary source materials and consultation with a sponsoring faculty member: the Nantucket Semester which is described below, and independent study or, if the student is eligible, honors work at the John Fitzgerald Kennedy Library.

To be granted access to the Kennedy Library collections, through the American Civilization Program, students must first be admitted to AmCiv 478-479 (Independent Study I and II). Projects must be carefully defined and specifically related to materials which are in the Kennedy Library collection. Each project will be supervised jointly by an American civilization faculty advisor and Dr. Sheldon Stern of the Kennedy Library staff.

Independent study and honors work may also be done without utilizing the resources of the Kennedy Library.

The Nantucket Semester

The Nantucket Semester provides students with an opportunity to do field-work and original research in American civilization. Living and learning on the island during the spring semester, students study the history, culture, and natural environments of Nantucket, learn methods of interdisciplinary research, and undertake an independent study project (under the supervision of a faculty member from the Harbor Campus) which utilizes primary source materials from the archives of the Peter Foulger Museum. Students receive 15 credits for completing the semester, and may count the five courses toward either the concentration in American civilization or the major in American civilization.

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Students are eligible for the Nantucket Semester in their junior or senior year, and are selected on the basis of intellectual initiative, maturity, and academic interests which can be profitably pursued with the unique resources of Nantucket Island. It is not necessary to be an American civilization concentrator or major in order to take the Nantucket Semester.

Detailed information about the Nantucket Semester is available in a brochure which may be obtained from the Director of the American Civilization Program.

AmCiv C201 Contexts and Continuities in American Cultural History
Ms Rudnick, Mr O'Connell
Each section of this core course focuses on some continuity (a tradition, form, practice, belief, value, or assumption) in American culture at a specific time (a year, decade, or period), and sometimes a specific place (a city, state, or region), and studies the interplay between the continuity and the context of social, economic, and political trends specific to the time and place. For example, the Fall 1979 course studied the rediscovery of the American heritage during the 1930's, in the midst of unprecedented economic crisis, changes in rural and urban life, the resurgence of radical politics, and the threat of European totalitarianism. In Spring, 1980, the course centered on the 1920's and World War I, analyzing the impact of the war and America's conflicting attitudes toward involvement, and considering such issues as the "lost" generation, the American businessman as hero and antihero, the "New Woman," the "New Negro," etc., in works by historians, social scientists, and artists. All sections use several academic disciplines in reconstructing, analyzing, and interpreting cultural history. Instruction in writing will be provided. Normally offered each semester. Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

AmCiv 301A Pioneer Women and Men: The Myth and the Reality
Ms Ferguson
This course is an interdisciplinary course which through images of Pioneer Women and Men (especially the Nebraska fiction of Willa Cather), Art, and History of the 1880's in the American Midwest, will attempt to define the myth and determine its relationship to reality and to similar myths about male heroes. Cather's purpose in creating her version of the myth will involve studies of her life and works in the 1910-1940 period. Students will be asked to work on a project in any one of the three disciplines and to prepare a version of the project for class discussion. *Prerequisite: Junior or senior standing.*
3 Lect Hrs
3 Credits

AmCiv 301B The Concept of Culture and Study of the City
Mr Katz
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses will be explored through specific texts about the city in general and Boston in particular. The course will begin with readings in the concept of culture and John Wilson's thinking with concepts, and will continue with the following representative works: Lewis Mumford's *The Culture of Cities* (Social Philosophy), Oscar Handlin's *Boston's Immigrants* (Social History), or Sam Bass Warner's *Streetcar Suburbs* (Urban History), Henry James' *The Bostonians* (Fiction), Herbert Gans' *The Urban Villagers* (Urban Sociology), and Martin Green's *The Problem of Boston* (Culture Criticism). *Prerequisite: Junior or senior standing.*
3 Lect Hrs
3 Credits

AmCiv 301C Charlestown: The Historical Study of an Old Neighborhood
Mr Brown
Charlestown as a "place," that is, as a neighborhood within the city, whose residents possess a sense of identity shaped by common memories resonant in their streets, cemeteries, buildings, and monuments. Central to the course will be the role of the Bunker Hill Monument as the single most enduring stimulus to this sense of place. Oren McCleary's film on Charlestown will be viewed; readings in Durrell's *"Landscape and Character,"* Chandler's *Little Sister*, Fiery's *Land Use in Central Boston*, Handlin's *Boston's Immigrants*, Warner's *Streetcar Suburbs*, Washington's *History of the Bunker Hill Monument Association,* Zukowski's *"Monumental American Obelisks," Zones of Emergence,* and *The Rehabilitation Planning Game. Prerequisite: Junior, senior or graduate standing and permission of instructor.*
3 Lect Hrs
3 Credits

AmCiv 301D The New South: A Study in American Regionalism
Mr Robbins
The development and transformation of the South, perhaps this country's most distinctive region, whose recent history has been marked by conflict with, and accommodation to, the American mainstream. The colloquium will include a review of Southern history, history since reconstruction, an examination of the key changes in class alignments and black-white relationships, and consideration of the "Southern novel." The course will aim at a better assessment of the new political and economic realities which are making possible new "Articles of Conciliation" in the deployment of national power. Readings from such works as Cash, *The Mind of the South,* Dubois, *The Souls of Black Folk,* Reed, *The Sociology of the South,* Sale, *Power Shift,* Key, *Southern Politics,* Silver, *Mississippi,* Franklin, *From Slavery to Freedom,* Woodward, *The Burden of Southern History,* Murray, *The Omni Americans,* Goodwyn, *Democratic Promise,* Bontemps and Conroy, *Anyplace But Here. Prerequisite: Junior or senior standing.*
3 Lect Hrs
3 Credits

AmCiv 301E Aliens and Anglo-Saxons: The Immigrant in American Society, 1880-1924
Ms Rudnick
Through letters, essays, autobiography, fiction, film, oral and written history, the course will explore the historical and cultural issues raised by native Americans (Anglos) and Immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of con-

American Civilization

flicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams's sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two of the most powerful pieces of immigrant fiction in American literature, *Giants in the Earth* and *The Rise of David Levinsky*.
Prerequisite: Junior or senior standing.
3 Credits

AmCiv 301F Irish-American Literature and Culture
Mr O'Connell
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor and others. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill
3 Lect Hrs
3 Credits

AmCiv 301J The Search for Community in America
Mr Bartlett
How can men and women in an acquisitive, highly individualistic culture work, live, love and play in social harmony? The course explores the pursuit of meaningful community life as a central theme in the history of the American mind and imagination through topics like The Puritan Village, The Western Town, plantation and immigrant experience and contemporary utopias. Writers will include Tocqueville, Thoreau, Benjamin Franklin, Sinclair Lewis, Edward Bellamy and James Baldwin.
Prerequisite: Junior or senior standing.
3 Lect Hrs
3 Credits

AmCiv 301K Exploitation, Conservation and Ecological Change
Mr Bartlett
An examination of the current ecological crises in historical perspective. Starting with Columbus as an agent of ecological change, the course will deal with the way violation of basic ecological principles has shaped American history, the development of a conservationist tradition and the conflicting perceptions of the American environment by entrepreneurs, politicians, planners, ecologists, artists and poets. Reading from both primary and secondary sources will be drawn from the work of people like Barry Commoner, Alfred Crosby, Roderick Nash, Samuel Hays, Henry Thoreau, Aldo Leopold, Percival Goodman and others.
Prerequisite: Junior or senior standing.
3 Lect Hrs
3 Credits

AmCiv 303 Seminar
Staff
An advanced course in research and writing.
3 Lect Hrs
3 Credits

AmCiv 390 The Kennedys of Boston
Mr Berkowitz
This course provides background on the Kennedys and their times. It analyzes some of the political and cultural processes of which the Kennedys were a part. The course will feature the use of audiovisual and archival materials from the Kennedy Library. Guest speakers will supplement the lectures.
3 Lect Hrs
3 Credits

AmCiv 501 History and Culture of Nantucket Island
Mr Stackpole
An introductory, interdisciplinary seminar surveying the social, political, cultural and commercial history of Nantucket Island, from its earliest settlements to the present day.
Prerequisite: Admission to Nantucket Program.
6 Lect Hrs/Wk for 6 weeks
3 Credits

AmCiv 502 Natural Environments of Nantucket Island
Mr Tiffney
An introduction to the unique natural history of Nantucket and to general ecological principles, emphasizing the relationship of human history to island ecology and the variety of biotic habitats. Field trips required.
Prerequisite: Admission to Nantucket Program.
3 Lect Hrs, 3-4 Field Hrs/Wk for 6 weeks
3 Credits

AmCiv 510 Methods of Interdisciplinary Research on Nantucket Island
Staff
An introduction to research and methods for interdisciplinary inquiry on Nantucket, utilizing primary source materials and cultural artifacts. UMass/Boston and on-island scholars will participate in the seminar to discuss their research and that of others. Weekly conferences with program director and field trips to Nantucket Research Center required.
Prerequisite: Admission to Nantucket Program.
1 Lect Hr, 3 Disc Hrs
3 Credits

AmCiv 520 Independent Study and Research on Nantucket Island
Staff
Prerequisite: Admission to Nantucket Program.
Hrs by arrangement
3 Credits

AmCiv 521 Nantucket Research Project
Staff
An intensive program of independent study of an appropriate Nantucket subject, utilizing island research resources and planned with a faculty advisor who will provide necessary counsel and guidance. Must conform to relevant departmental guidelines and standards. Periodic conference with program director and consultation with faculty advisor required.
Prerequisite: Admission to Nantucket Program.
Hrs by arrangement
3 Credits

Am Civ 601 The Idea of the Nation
Mr Brown
A study of the development of American nationalism from 1775 to 1865 which will focus on the evolution of the concept of "The Union." The student will study the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 602 The Idea of the Nation
Mr Brown
A study of the emergence of the modern American nation-state from 1865 to the present. The course will focus on the influence of a national political economy and of periodic war in the development of the modern American nation. The student will study the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of the instructor.
3 Lect Hrs
3 Credits

American Civilization

Am Civ 603 American Concepts of Citizenship and the Individual
Mr Bartlett
How did the "participant civic culture" that we associate with American democracy develop? The course concentrates on the individual's role in politics and society and traces the development of citizenship and national character (what it means to be an American) from the colonial period to 1860. Topics to be discussed include Puritan communalism, the relationship between American freedom and American slavery, contrasting assumptions regarding the individual in the Declaration of Independence and the Constitution, and the tension between morality and citizenship.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 604 American Concepts of Citizenship and the Individual
Mr Katz
What happened to "participant civic culture" as the nation's character and the national character changed under the impact of immigration, industrialization, urbanization, depressions, wars, and increasing centralization of power in the federal government, and as the nation's culture changed in response to such developments in the natural and social sciences as Darwinism, Marxism, Freudianism, and the development of the theory of culture? The second half of the course, like the first half, concentrates on the individual's role in politics and society, and traces changes in the nature and conception of citizenship during the years from the Civil War to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 605 Citizenship, Democracy and Future Change
Mr Patterson
The course will examine specific examples of technological, economic, and social change in modern America and the world. The first topic for discussion will be 19th and 20th century attitudes towards technology as seen in the books of Edward Bellamy, William Morris and Elting Morison. The second will be persistent long range trends in demographic change, urbanization, bureaucratization, and direct action politics. The third will be divergent scenarios for the American future which policy makers must consider today. Actual planning documents such as the recent *Global 2000 Report to the President* will be used wherever possible.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Department of Anthropology

Faculty

Alan Harwood, Professor and Chairperson; Professors Barbara Ayres, Frederick C Gamst, David Landy; Associate Professors Golamreza Fazel, Michael F Gibbons, Jr, Barbara E Luedtke, Charles M Nelson, R Timothy Sieber; Assistant Professors Naomi Bishop, Lawrence S Greene, Gerald Murray, Suzanne Spencer-Wood, Michiko Takaki; Instructor Thomas Buckley

The Department

Anthropology is the systematic study of the nature of human beings — as animals, as social beings, and as symboling creatures. The anthropology curriculum offers introductory, intermediate, and advanced courses in all four of the discipline's customarily-defined subfields: social (cultural) anthropology; archaeology; linguistic anthropology; and biological anthropology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human adaptive techniques (patterns of culture) exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations

Introductory Courses

All majors are required to take Anth C102 (Introduction to Archaeology and Biological Anthropology) and Anth C103 (Introduction to Cultural Anthropology). Each is a prerequisite to most related, advanced anthropology courses and ordinarily should be taken during the freshman or sophomore year.

Subfield Distribution Requirement

All majors are required to take three of the following courses in social and cultural anthropology, linguistics, biological anthropology and archaeology. The distribution of the three courses among these four sub-disciplines must be as follows:

A. Social and cultural anthropology: All majors are required to take *either* Anth 250 (Social Organization) or Anth 251 (Evolution of Culture).
B. Majors are required to take at least *one* of the following courses from *each of two* of the remaining three subfields of anthropology.
   1. Linguistics: *either* Anth 281 (The Structure of Human Language) or Anth 285 (Language and Culture);
   2. Biological Anthropology: Anth C210 (Biosocial Bases of Human Behavior) *or* Anth C211 (Human Origins) *or* Anth C212 (Human Variation);
   3. Archaeology: Anth 241 (Archaeological Method and Theory), *or* Anth C233 (Old World Prehistory), *or* Anth C234 (New World Prehistory), *or* Anth 240 (Historical Archaeology).

These courses are designed to introduce the student to basic concepts in the subdisciplines and ordinarily should be taken after Anth C102 or C103 and before more advanced courses in the particular subdiscipline.

Majors are also required to take a minimum of three advanced courses in one subdiscipline and two advanced courses in another; e.g., three courses in social and cultural anthropology and two in biological anthropology, etc. The courses listed under A and B above count toward this requirement.

Anthropology

For purposes of meeting these distribution requirements, courses are classified as follows:

A. Courses in Social and Cultural Anthropology:

Courses in social institutions include:
Anth 250
Anth 251
Anth 261
Anth 264
Anth 267
Anth 350

Courses in cultural types include:
Anth 206
Anth C207
Anth C209
Anth 362

Topical courses include:
Anth C254
Anth 255
Anth 258
Anth 301
Anth 355
Anth 357
Anth 363
Anth 367
Anth 368
Anth 390

Courses in method and theory include:
Anth 383
Anth 420
Anth 430

Courses in Cultural Areas of the World include:
Anth C270
Anth C271
Anth C272
Anth 273
Anth 274
Anth 275
No more than *two* of these area courses may be counted toward the major.

B. Courses in Linguistic Anthropology:
Anth 281
Anth 285
Anth 385

C. Courses in Biological Anthropology:
Anth C210
Anth C211
Anth C212
Anth 214
Anth 316
Anth 360
Anth 411

D. Courses in Archaeology:
Anth 231
Anth C233
Anth C234
Anth 235
Anth 241
Anth 332
Anth 337
Anth 485

Other Requirements

To complete the major, eight courses beyond the introductory level must be taken, and a grade point average of 2.0 or better attained in the major by the time of graduation.

With the exception of a few special courses (Anth 483, 484, 485, 478, 479, 490 and 491), anthropology courses may be taken pass/fail for credit toward the BA degree. Courses taken pass/fail *may not,* however, be used to satisfy requirements toward the anthropology major except when taken prior to declaring the major.

Honors

Departmental honors involves an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper. Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an Honors Advisor from among the department faculty. Qualifying students enroll in Anth 490 and Anth 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the Honors Advisor. For further details, consult the department's guide for majors.

Geology/Geography Exchange Program

Geology and geography are fields closely allied with anthropology. Anthropology majors and other interested UMass/Boston students may now enroll in courses offered by the Departments of Earth Sciences and Geography at Bridgewater State College, and may make use of comprehensive holdings in the areas of earth sciences and geography in the Bridgewater State College library. Further information about this program is available from the Anthropology Department.

Transfer Credit Policy

At least five of the eight courses required for the anthropology major must be taken at UMass/Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental Curriculum Committee to transfer courses for credit toward the major.

Master's Program in History and Historical Archaeology

The anthropology graduate courses numbered 615, 625, 665, 685, 696, 697, and 699 form part of the Historical Archaeology track of the History Master's program. For a complete description of this interdisciplinary track and its courses please see the History Department Graduate Program description in the Graduate Studies section of this catalog.

Undergraduates may take graduate courses for which they have completed the prerequisites by permission of instructor only. For any further information concerning the graduate program please contact Suzanne Spencer-Wood, Associate Graduate Program Director for Historical Archaeology, in the Anthropology Department.

Anth C102 Introduction to Archaeology and Biological Anthropology
Staff
The study of the biological and cultural heritage of humans. Topics include: primate and human evolution, human adaptation and variation, and the evolution of prehistoric cultures.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Anth C103 Introduction to Cultural Anthropology
Staff
The study of recent and contemporary human societies in cross-cultural perspective. Ethnographic accounts are used to analyze and compare variations in cultural adaptations and processes of cultural change.
Note: Anth C102 is *not* a prerequisite to Anth C103.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Anth C104 Persistence and Change in Cultural History
Ms Spencer-Wood, Mr Nelson
An introduction to the principal mechanisms and events underlying patterns of change in prehistoric and protohistoric societies throughout the world, from the beginnings of the food-producing revolution to the rise of nation-states. The course considers the development and character of the world's major culture areas in the light of theories of ecological adaptation and cultural evolution.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anthropology

Anth C207 Peasant Society
Mr Gamst, Mr Murray
Anthropological approaches to the origins and contemporary life-ways of peasant sectors of stratified societies in different world regions and at different historical periods. Analysis will move from ethnographic studies of particular peasant communications to their relationship with external political and economic forces, and to a consideration of the spectrum of competing ideological approaches to technological and social change. In a given semester the course may focus upon the peasants of a particular world region, such as Latin America.
Core Area: Social and Behavioral Sciences.
Prerequisite: Anth C102, C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth C209 Urban Anthropology
Mr Harwood, Mr Sieber
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society in both the ancient and modern worlds. Students will receive training in analytical reading and critical thinking.
Prerequisite: Anth 101, or Anth 103, or permission of instructor.
Core Area: Social and Behavioral Sciences.
4 Credits

Anth C210 Biosocial Bases of Human Behavior
Mr Bishop
This course examines the biosocial bases of human behavior. It focuses on the way evolution has shaped human behavior through the interaction of culture and biology. It combines methods used by students of animal behavior as well as anthropology to shed light on our biological nature and heritage. Students will receive training in written expression.
Prerequisite: Anth C102, or permission of instructor; sophomore standing.
Core Area: Social and Behavioral Sciences.
4 Credits

Anth C211 Human Origins
Mr Gibbons
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variation.
Prerequisite: Anth C102 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Anth C212 Human Variation
Mr Greene
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations.
Prerequisite: Anth C102 and permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Anth C233 Old World Prehistory
Mr Nelson
The archaeological record is interpreted to provide an overview of prehistory of Africa, Europe, Asia, and Australia, from the origins of human cultural adaptations through the aftermath of the agricultural revolution. Students will receive training in written expression.
Prerequisite: Anth C102, C104, or permission of instructor; sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C234 New World Prehistory
Ms Luedtke
A broadly-based reconstruction of the prehistory of North and South America, from the peopling of the New World to the period of initial European contact. Students will receive training in written expression.
Prerequisite: Anth C102, C104, or permission of instructor; sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C254 Culture and Personality
Ms Ayres, Mr Landy
A consideration of interrelationships between personality and culture, the effects of culturally patterned experience on personality formation, and the role of psychological processes as determinants of culture. Students will receive training in analytic thinking and written expression.
Prerequisite: Anth 101 or Anth C103 or Psych 101 or permission of instructor.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Anth C270 Indians of North America
Mr Buckley
An introductory survey of North American Indian societies and culture. Emphasis will be placed on the descriptive comparison of selected Indian societies through the study of North American culture areas, levels of sociocultural integration, Indian history, and contact with Euro-American culture.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C271 Peoples and Cultures of the Middle East
Mr Fazel
A survey of Middle Eastern ethnology; an anthropological approach to the contemporary Middle East, with special emphasis upon nomadic and peasant populations.
Prerequisite: Anth C103, C104, or permission of instructor.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C272 Peoples and Cultures of Africa
Mr Harwood
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anthropology

Anth 105 The Evolution of Human Language
Mr Murray
A general introduction to human language from an evolutionary, cultural-historical perspective. Topics will include: theories about the origin of languages; the evolutionary implications of recent linguistic experiments with chimpanzees and gorillas; the universality of language as a unifying, species-specific human capacity; the historical causes and consequences of linguistic diversity; the dynamics underlying the survival of some languages and the extinction of others; the identification of language families and the reconstruction of dead parent tongues; the origin and varieties of writing systems, and the impact of writing on the emergence of "standard" languages.
3 Lect Hrs
4 Credits

Anth 206 Hunter-Gatherer Cultures
Ms Luedtke
Study of the Hunter-Gatherer form of human adaptation. Ethnographic data from Hunter-Gatherer Cultures will be examined, and models derived from these data will be applied to the archaeological evidence for prehistoric Hunter-Gatherers.
Prerequisite: Anth C102, C103, C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 214 Primate Behavior
Mr Bishop, Mr Gibbons
A broadly-based survey of non-human primates as found in their natural habitats with emphasis on the significance of these studies as comparative evidence in the formulation of a general theory of the origins of human behavior.
Prerequisite: Anth C102 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 231 The Prehistory and Ethnohistory of Mesoamerica (Mexico and Guatemala
Staff
The course traces Mesoamerican prehistory from formative to post-classic time periods, the Spanish Conquest and subsequent acculturation among Indian peoples, Europeans and Africans in Mesoamerica. The natural areas, indigenous culture areas, and linguistic areas will be introduced.
Prerequisite: Anth C102, C103, C104, or C270, or Hist 355 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 235 African Pre- and Protohistory
Mr Nelson
The archaeological record of Africa from the earliest human technologies, more than two million years ago, to the colonial period. Geographic focus on sub-Saharan Africa and Ethiopia. Equal attention given to early prehistory, the Iron Age, and the protohistoric emergence of African states.
Prerequisite: Anth C102 or C104 or Hist 117 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 240 Historical Archaeology
Ms Spencer-Wood
An introduction to historical archaeology, from its initial development to future directions. Topics will include: the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: Anth C102 or C104 or Hist 384 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 241 Archaeological Method and Theory with Laboratory
Ms Luedtke, Mr Nelson
An introduction to the theory and application of archaeological methods. Emphasis is placed on the ways in which archaeologists view prehistory and the techniques by which data are gathered, interpreted and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists commonly employ in the field and laboratory.
Prerequisite: Anth C102 or Physics 133 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Anth 250 Elements of Social Organization
Ms Ayres, Mr Harwood
Basic concepts and ethnographic data on the social organization of non-western societies will be introduced and used to explore major contemporary theories of social structure.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 251 Evolution of Culture
Ms Ayres, Mr Gamst
A systematic comparative approach to analysis of the world's cultures. Theories of cultural evolution and ecological adaptation provide the interpretive framework for intensive analysis and comparison of selected cultures, ranging from hunting-and-gathering to industrial. A major goal of the course is to arrive at a modern world view for both anthropology majors and non-majors.
Prerequisite: Anth C102, C103 or C104 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 255 The Anthropology of Education
Mr Sieber
Anthropology's cross-cultural, holistic, and evolutionary perspectives are brought to bear on the study of educational practices and institutions in a variety of sociocultural settings— traditional, modernizing, and complex, including the urban USA. Although account is taken of other stages in the individual life cycle, the primary concern is with cultural transmission and enculturation during the periods of later childhood and adolescence, particularly within the setting of formal schooling. Special attention will be given to problems of cultural conflict in the schools of modernizing and complex societies.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 258 Anthropology and Social Issues
Mr Landy
Examines a number of modern social issues, including racial prejudice and confict, the place of ethnic minorities in modern industrial society, poverty, education, violence, behavioral deviance, environmental pollution and degradation, and colonialism. Anthropological and other behavioral science studies are brought to bear upon these problems as social issues and as ethical issues for anthropologists and others.
Prerequisite: Anth C103 or other introductory social science course or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 261 Economic Systems of Non-Industrialized Societies
Mr Fazel
The study of pre-industrial and peasant-nonmonetized, non-western economic systems. The relationships between the economy and sociocultural systems.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 264 Power and Conflict in Non-Western Societies
Mr Fazel
A comparative approach to pre-industrial and non-western political organizations considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision making, types of political systems, dynamics of change, archaic rebellions, etc.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 267 Anthropology of Religion
Mr Buckley, Mr Harwood
A comparative study of religion, including belief systems, ritual and myth.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 270-279 Culture Areas of the World
Staff
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand the range of human cultural potential, the historical development, and the modern geopolitical situation.
Prerequisite: Unless otherwise stated, Anth C103, C104, or permission of instructor.

Anth C270 Indians of North America
Mr Buckley
An introductory survey of North American Indian societies and culture. Emphasis will be placed on the descriptive comparison of selected Indian societies through the study of North American culture areas, levels of socio-cultural integration, Indian history, and contact with Euro-American culture.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C271 Peoples and Cultures of the Middle East
Mr Fazel
A survey of Middle Eastern ethnology; an anthropological approach to the contemporary Middle East, with special emphasis upon nomadic and peasant populations.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth C272 Peoples and Cultures of Africa
Mr Harwood
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Anth 273 Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
Staff
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions by the use of comparative ethnographic materials. Acculturation during the colonial period among indigenous and Spanish-speaking populations and social change among rural and urban sectors in the contemporary period will be emphasized.
3 Lect Hrs
3 Credits

Anth 274 Peoples and Cultures of the Caribbean
Mr Murray
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration. Special attention will be given to the islands of Puerto Rico, Hispaniola, Cuba, and Jamaica.
3 Lect Hrs
3 Credits

Anth 275 Communities and Subcultures of USA
Mr Sieber
A consideration of a range of communities in the USA, their interrelations through wider subcultures of class, ethnicity, caste, occupation, and region, and their relationship to the nation-state.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

For an additional area course, see Anth 371 below.

Anth 280 Special Topics
Staff
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit.
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (Anth C102, C103, C104, or 105), or permission of instructor.

Anth 281 The Structure of Human Language
Mr Murray
A practical introduction to a broad variety of Western and Non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students will receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word construction rules employed by different languages, and in applying pattern discovery procedures to expose the hidden rules underlying different levels of language structure. Though exercises will focus on sound systems and word structure, students will also be briefly introduced to recent developments in the analysis of higher-level syntactic structures.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Anthropology

Anth 285 Language and Culture
Mr Buckley, Ms Takaki
An examination of the relationships between language and culture, with special emphasis on the relevance of linguistic analysis and the study of speech as social behavior to problems of anthropology.
Prerequisite: Anth C103, 105, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 301 Childhood in America
Mr Sieber
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; Afro-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; and the growing importance of formal institutions— such as schools, youth organizations, and medical institutions— as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary issues in child policy: child abuse, medical intervention, day care, and the children's rights movement.
Prerequisite: Sophomore standing. Some previous experience in American civilization, cultural anthropology, or social history is desirable.
3 Lect Hrs
3 Credits

Anth 316 Nutrition, Growth and Behavior
Mr Greene
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effect on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisite: Anth C102 and C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 332 The Prehistory of Eastern North America
Ms Luedtke
This course concentrates on the archaeology of the area, but includes a discussion of the historic Indians. It will also be concerned with environmental differences and their effects on nature cultures.
Prerequisite: Anth C102, C104, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 337 Prehistoric Agriculture
Mr Nelson
This course examines the origins and consequences of the agricultural revolution in both the Old World and the New World.
Prerequisite: Anth C102, C104, Biol 610 or 613, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 350 Kinship
Ms Takaki
Basic concepts and ethnographic data on kinship in western and non-western societies will be introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisite: Anth C103 and Anth 250, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 355 Anthropology of Sex Roles
Ms Ayres
A cross-cultural survey of variation in sex roles from the perspective of evolutionary biology, with special attention given to the role of ecological factors in determining the cultural definition and patterning of "masculinity" and "femininity."
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 357 Culture, Disease and Healing
Mr Landy
Human adaptations to disease and illness in prehistory, history and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 360 Primate Socialization
Ms Bishop
The relationships between non-human primate infants and other troop members will be examined. The focus will be on how special experiences from infancy until adulthood shape an individual's future social behavior. Topics discussed will include: critical periods, attachment formation, sex differences and acquisition of sex roles, play behavior, aunting and other care-taking behaviors.
Prerequisite: Anth C102 and 214 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 362 Pastoral Nomadism
Mr Fazel
A comparative study of the social, economic and political organization of nomadic pastoral people of the Middle East, Central Asia and North Africa. Of special concern are the organizational adaptations of nomads to various ecological systems, and processes of sociocultural change, including settlement, detribalization and modernization.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 363 Cultural Ecology
Mr Fazel, Ms Takaki
The interrelationships among human populations, human institutions, and their physical environment.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 365 Anthropological Perspectives on Primitive Art
Ms Ayres
Primarily designed for students with interests in art, anthropology, or psychology, this course deals with the native arts of North America, Africa, and the Pacific within their cultural contexts. Attention is focused on the symbolic, ritual, political, and utilitarian functions of art, the role of the artist in non-Western societies, and the effects of psychological factors on artistic creativity and aesthetic values. Considerable class time is spent in viewing and discussing films which deal with art and artists in traditional non-Western societies and with the functions of art in particular cultural contexts. Slide presentations are designed to familiarize students with a broad range of stylistic traditions from North America, Africa, and the Pacific.
Prerequisite: Anth C103 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 367 Social and Cultural Perspectives on Witchcraft and Sorcery
Mr Harwood
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. *The course does not teach techniques of witchcraft or sorcery.*
Prerequisite: Anth C103, and junior or senior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 368 Myth in Culture
Mr Buckley
An anthropological interpretation of myths, using texts from diverse North American Indian groups as primary materials. The course offers an overview of central problems in understanding myths and an introduction to various anthropological approaches to solving them.
Prerequisite: Anth C103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 370 Research Frontiers in Anthropology
Staff
A seminar focusing on issues in the forefront of research and thought in anthropology. Presentations on recent problems, discoveries or controversies will be made by members of the Anthropology Department faculty, and by guest speakers. Students will also perform independent research under the supervision of faculty members.
Prerequisite: Anth C102, C103, C104, and junior or senior standing.
3 Credits

Anth 371 Afro-American Ethnology
Staff
This course surveys and documents the significant contributions to Latin American cultures made by African-derived populations in the New World, utilizing ethnographic and historic sources. Theoretical approaches used in Afro-American ethnology will be critically examined.
Prerequisite: Anth C102, C103, C104 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 379 Sociobiology and Human Behavior
Ms Ayres
Exploration of the application of sociobiological theory to the study of human behavior from a cross-cultural and anthropological perspective, and discussion of the theoretical and methodological issues raised by such analysis. Topics include: aggression, mating and marriage, parenthood, kinship, reciprocity, ideology and ethics.
Prerequisite: Anth C102 and C103, or Anth C103 and Introductory Biology, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 383 Anthropological Theory
Staff
Survey of the major theoretical positions and concepts in social and cultural anthropology, with special reference to problems of structure, function and process.
Prerequisite: Anth C102 and C103, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 385 The Ethnography of Speaking
Ms Takaki
The course will introduce concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking will be the primary focus of this course. Special attention will be directed to contemporary social problems associated with multilingual and multidialectical phenomena. Students will undertake a limited research project to further their understanding of these problems and their possible solution.
Prerequisite: Anth 285 or permission of instructor.
3 Lect Hrs
3 Credits

Anth 390 Development Anthropology
Mr Gamst
An anthropological consideration of ideas and data concerning modernization, development and impediments to these in non-industrial states. Topics covered include demographic change, long term developmental projections, global ecology, imperialism, Third World reactions, agricultural development, industrialization, the underdevelopment of the social science of development, and energy and modernization.
Prerequisite: Junior or senior standing and previous social science course experience.
3 Lect Hrs
3 Credits

Anth 411 Primate Anatomy
Mr Gibbons
Study of the comparative anatomy of the primates with emphasis on dissection in order to ascertain the functional, i.e., biochemical, interrelationships of primate musculoskeletal systems. This comparative evidence will be used as a basis for interpreting the fossil record of man.
Prerequisite: Permission of instructor.
3 Lect Hrs/3 Lab Hrs
4 Credits

Anth 412 Issues in Biological Anthropology
Mr Greene
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course will be oriented toward the study of human populations and will focus on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory.
Prerequisite: Anth C102, C212, and 316, or permission of instructor.
3 Lect Hrs
3 Credits

Anthropology

Anth 420 Ethnological Field Methods and Techniques
Mr Gamst
Intensive study and application of ethnological field methods and techniques. Consideration of design of research and of gathering, interpreting, and reporting ethnographic data.
Prerequisite: At least three upper level courses in social and cultural anthropology.
3 Lect Hrs
3 Credits

Anth 430 Methods of Cross-Cultural Research
Ms Ayres
An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study.
Prerequisite: Two advanced courses in anthropology or permission of instructor.
3 Lect Hrs
3 Credits

Anth 478 Directed Study I
Staff
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Prerequisite: Anth C102 and/or C103 (as appropriate) and permission of instructor.
Hrs by arrangement
1-3 Credits

Anth 479 Directed Study II
Staff
See Anth 478.

Anth 480 Special Topics Seminar I
Staff
Intensive study of special topics, varying each year according to instructor.
Prerequisite: Varies with topic; usually the appropriate introductory level course (Anth C102, C103, C104, 105) and junior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Anth 481 Special Topics Seminar II
Staff
See Anth 480.

Anth 483 Field Research in Anthropology I
Staff
A supervised sequence of field research within one of the subdisciplines of anthropology: biological anthropology, archaeology, social-cultural anthropology, linguistics. Continuous study for at least six weeks in a field situation directed by a professional anthropologist. Grading on a Pass/Fail basis. May include attendance at field schools directed by qualified faculty outside the University with permission of the student's department. A student may receive a maximum of six credits toward the major.
Prerequisite: Varies with topic; usually the appropriate introductory level course (Anth C102, C103, C104, 105) and junior standing, or permission of instructor.
Six weeks of continuous field research
3 Credits

Anth 484 Field Research in Anthropology II
Staff
A supervised sequence of field research within one of the subdisciplines of anthropology: biological anthropology, archaeology, social-cultural anthropology, linguistics. Continuous study in a field situation directed by a professional anthropologist. Grading on a Pass/Fail basis. May include attendance at field schools directed by qualified faculty outside the University with permission of the student's department. A student may receive a maximum of six credits toward the major.
Prerequisite: Varies with topic; usually the appropriate introductory level course (Anth C102, C103, C104, 105) and junior standing, or permission of instructor.
3 Credits

Anth 485 Field Seminar in Archaeology
Ms Luedtke, Mr Nelson, Ms Spencer-Wood
A specialized advanced seminar focusing on problems and issues in field research such as microstratigraphy, site survey and excavation sampling, and archaeological resource management. May be repeated for credit up to a maximum of 20 credits, but only one seminar of 3 or more credits will be accepted to satisfy requirements for the major. If Anth 485 is accepted as one course requirement toward the major, only three credits in Anth 483 or 484 will also be permitted toward the fulfillment of major requirements. Such seminars are given only occasionally as faculty and financial resources permit. Consult with Department for further information.
Prerequisite: Permission of instructor.
Hrs by arrangement (Credits variable with Department approval)
3-10 Credits

Anth 490 Independent Research I
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisite: Senior standing, 4 upper level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall and permission of an Honors Advisor.

Anth 491 Independent Research II
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisite: Anth 490 and permission of the student's Honors Committee.
Hrs by arrangement
3 Credits

Anth 615 Public Archaeology
Ms Spencer-Wood
An examination of cultural resource management in New England and the United States, including the significance of state and federal environmental protection legislation, and the implementation of these laws from drafting proposals and the granting of contracts to the collection of data and reporting of results. Students will learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work.
Prerequisite: Anth 241, or expertise in contract archaeology.
3 Lect Hrs
4 Credits

Anth 625 New England Historical Archaeology
Ms Spencer-Wood
An in-depth survey of current research in New England historical archaeology. The course will include presentations of current archaeological research in the Boston area and discussions/evaluations of current projects with regard to their theoretical approach, methods, and results. Additionally, a laboratory section will afford practical training in the conjunctive analysis of archaeological and documentary data in problem oriented research.
Prerequisite: Anth 240.
3 Lect Hrs
5 Credits

Anthropology

Anth 665 Graduate Lab Seminar in Archaeology
Ms Luedtke, Mr Nelson
In-depth practical training in archaeological method and theory with emphasis on applications in historical archaeology. The course will include lectures and discussions on theory and method as well as a practice lab in the use of techniques such as matrix ordering, methods of classification, and dating.
Prerequisites: Anth 240 and Anth 241.
3 Lect Hrs
5 Credits

Anth 697 Special Topics in Archaeology
Staff
The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member who may teach this course on a temporary basis.
Prerequisite: Permission of instructor.
4 Credits

New England Historical Archaeology Certificate Program

Director

Assistant Professor Suzanne Spencer-Wood

The Program

The Certificate Program in New England Historical Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of History and Art. It is designed for both degree- and non-degree-seeking students with interests in history, avocational archaeology, preservation of historic sites, and cultural resource management. It provides a basic education in archaeology and New England history, and more specialized training in historical archaeology, public archaeology, and field techniques. The program may be comfortably completed in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 2 courses

1. Anth C102 (Introduction to Archaeology and Biological Anthropology), OR
   Anth C104 (Persistence and Change in Cultural History)
2. Hist 265 (American History I)

Intermediate Level: 3 courses

1. Anth 240 (Historical Archaeology)
2. Anth 241 (Archaeological Method and Theory)
3. One course selected from among the following:
   - Hist 266 (American History II)
   - Hist 395 (History of Boston)
   - Hist 310C (Charlestown: The Historical Study of an Old Neighborhood
   - Hist 370 (American Colonial History)
   - Hist 371 (Age of the American Revolution, 1763-1789)
   - Hist 372 (The Early Republic)
   - Hist 374 (The Age of Jackson and Lincoln)
   - Hist 382 (Ideas and Society I)
   - Hist 392 (History of Working People in America)
   - Hist 121/2 (History of Technology I and II)
   - Hist 391 (American Technology)

Advanced Level: 4 courses

1. Hist 481 (Seminar in American History)
2. Anth 485 (Field Seminar in Archaeology), OR
   Anth 478,479 (Independent Study) (in applied laboratory and archival techniques)
3. Anth 615 (Public Archaeology)
4. Anth 625 (New England Historical Archaeology)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to receive a Certificate in New England Historical Archaeology. Required Certificate courses may not be taken pass/fail after a student has entered the program.

New England Prehistoric Archaeology Certificate Program

Archaeology

Transfer Credit Policy

Students who enter the certificate program with academic training or experience which is equivalent to the introductory level courses in History (265) or Anthropology (C102 or C104) will be allowed to replace these courses with electives chosen from the list of intermediate-level electives above or, with their advisor's permission, from among appropriate history or anthropology courses in the broader context of the development of American culture, such as those which deal with the European, Latin American, or African contributions to American society and history. In addition, students will be allowed to satisfy two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the Director of the certificate program in consultation with the student's advisor. In cases where experience is being credited, the Director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the Program Director or the Department of Anthropology.

Director

Associate Professor Barbara Luedtke

The Program

The Certificate Program in New England Prehistoric Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of Biology, Physics, and Art. It is designed for both degree- and non-degree-seeking students with interests in American Indian history, avocational archaeology, the preservation of American Indian heritage, and cultural resource management; it provides basic training in archaeology and geology, and more specialized training in prehistoric archaeology, public archaeology, and field techniques. The program can be completed comfortably in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 1 course

1. Anth C102 (Introduction to Archaeology and Biological Anthropology), OR
   Anth C104 (Persistence and Change in Cultural History)

Intermediate Level: 2 courses

1. Anth 241 (Archaeological Method and Theory)
2. Anth 332 (Prehistory of Eastern North America)

Advanced Level: 2 courses

1. Anth 485 (Field Seminar in Archaeology), OR
   Anth 478-79 (Independent Study) (in applied laboratory techniques)
2. Anth 615 (Public Archaeology)

Elective Requirements: 4 courses

Four courses must be selected from among the following electives:

- Anth 234 (New World Prehistory)
- Anth 206 (Hunters and Gatherers)
- Anth 271 (Indians of North America)
- Anth 240 (Historical Archaeology)
- Anth 478-479 (Independent Study) OR
- Anth 485 (Field Seminar in Archaeology) (whichever was not taken to meet the requirement, above)
- Anth 625 (New England Historical Archaeology)
- Phys C133/C134 (Introduction to Earth Sciences)
- Biol 613 (Archaeological Botany)
- Art 293 (Photography)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to receive a certificate in New England Prehistoric Archaeology. Required certificate courses may not be taken pass/fail after a student has entered the program.

Armenian Studies Courses

Archaeology

Transfer Credit Policy

Students who enter the certificate program with academic training or experience which is equivalent to the introductory level course (Anth C102 or C104) will be allowed to replace this requirement with a fifth elective selected from the list of courses above. In addition, students will be allowed to satisfy up to two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with even more extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the Director of the certificate program in consultation with the student's advisor. In cases where experience is being credited, the Director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the Program Director or the Department of Anthropology.

Faculty
Lecturer Marta Batmasian

Armen 101 Elementary Armenian I
Ms Batmasian
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory readings, writing and basic grammar.
4 Lect Hrs
4 Credits

Armen 102 Elementary Armenian II
Ms Batmasian
A continuation of Armen 101. Intensive practice in language skills with introductory readings, writing and basic grammar.
Prerequisite: Permission of instructor.
4 Lect Hrs
4 Credits

Armen 201 Intermediate Armenian I
Ms Batmasian
Emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises.
Prerequisite: Armen 102 or equivalent or permission of instructor.
3 Lect Hrs
4 Credits

Armen 202 Intermediate Armenian II
Ms Batmasian
Emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises and composition.
Prerequisite: Armen 201 or equivalent or permission of instructor.
3 Lect Hrs
4 Credits

Armen 301 Advanced Armenian
Ms Batmasian
Advanced readings in Armenian literature, history and civilization.
Prerequisite: Elementary and Intermediate Armenian or permission of instructor.
3 Lect Hrs
3 Credits

Armen 302 Advanced Armenian
Ms Batmasian
Continuation of Armen 301. Advanced readings in American literature, history and civilization.
Prerequisite: Armen 301.
3 Lect Hrs
3 Credits

Armen 303 Advanced Readings, Conversation, Composition and Translation
Ms Batmasian
To be offered to students who complete the Armenian course sequence. May be offered as Independent Study.
Prerequisite: Armen 302.
3 Lect Hrs
3 Credits

Armen 478 Independent Study
Hrs by arrangement
3 Credits

Department of Art

Faculty

Harold Thurman, Professor and Chairperson; Professor Ruth Butler; Associate Professors Renee M Arb, Ros Barron, Frances Fergusson, William W Hansard, Robert G Risse, Richard Yarde; Assistant Professors Melissa Shook, Paul Tucker; Visiting Assistant Professor Lorie Novak

The Department

The faculty of the Art Department includes both scholars and professional artists and the curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms, and as bearers of cultural values. The studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills. Students are encouraged to work closely with a faculty advisor to create personal programs with conscious thought given to the relationships among various courses, both inside and outside of the department.

Requirements

The Major

1. An art major shall consist of a minimum of twelve and a maximum of eighteen courses.
2. They should be distributed in the following manner:
   a) one on the 100 level
   b) three or more on the 200 level
   c) three or more above the 200 level.
3. The Art Department has two areas: creative/studio work and historical/critical studies. A student may not take more than three-fourths of his/her work in either area.

Beyond the above distribution requirements, students must work out their choices of sequences and distribution with their advisors according to the advising guidelines of each area within the department.

Honors

The department provides for a two semester Honors Program in Art for those seniors whose work has been outstanding. In order to qualify for the program a student must have: a cumulative standing in Art of 3.5; an overall cumulative of 3.0; a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus). Qualified students must submit a proposal outline for Art 491 and 492 to the department chairperson during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for either creative work and/or scholarly research. The Honors Committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program. The award of honors will be made by vote of the full-time faculty acting on recommendations from the Honors Committee.

Transfer Credit Policy

Transfer students must plan to take a minimum of six courses in art in the department. Courses taken elsewhere will be evaluated by the department for: (1) transfer for major or elective credit; (2) replacement of prerequisites; (3) advanced placement in cases where transfer of credit and/or prerequisite replacement does not apply. The evaluation can be accomplished prior to the admissions process; it should otherwise take place well in advance of registration for coursework in the department. It is also important for transfer students to work with an advisor in order to devise a meaningful individual program of courses.

Prerequisite Policy

At the 200 level: students must have completed Art C100 or Art 175 prior to enrollment in any studio course at this level; there are no prerequisites for this level in art historical/critical studies.

At the 300 level: courses in the studio area require stipulated prerequisites plus permission of a faculty committee (upon submission of an Enrollment Request Form, available in the departmental office); courses in art historical/critical studies require permission of the instructor with the general expectation of one or more prior courses at the 200 level.

At the 400 level: *all* courses at this level require the submission of the Enrollment Request Form and junior or senior standing as well as completion of appropriate prerequisites; final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the chairperson.

Waivers of prerequisites can be awarded— in special circumstances— by the chairperson.

Fees

Lab fees are required for Visual Fundamentals, Film Analysis, Graphics Workshop, and for all studio courses in photography and film/video. Fees are listed in the registration booklet and must be paid by the second class meeting.

Art C100 Language of Art
Staff
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an historical survey. Through lectures, discussions, field trips and museum visits, the student studies paintings, sculptures, and buildings with examples chosen as often as possible from the Boston area. The course addresses such concepts as rhythm, pacing, elements of stability versus change and the possibilities of differing interpretations of subject matter through formal variations. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions. Instruction in writing and critical thinking is provided.
Core Area: The Arts.
4 Credits

Art C250 Art of the Twentieth Century
Mr Tucker
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a three-fold approach— formal, critical, and historical— this course examines the developments of modern

Art

painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theatre, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he/she can apply to works by Picasso or Eliot, Matisse or Ravel. Instruction provided in translating visual experience into the written word.
Prerequisite: Sophomore standing.
Core Area: The Arts.
4 Credits

Art C265 Film Analysis
Mr Hansard, Mr Risse
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and problems common to other forms of artistic expression such as literature, theatre, painting, and photography. The particular approach taken in this course to the study of film offers an encounter with the works that goes beyond the conventional experience of theatre and TV viewing and employs special methods of projection that permit detailed analysis by means of the use of slow motion and still frame techniques. The films thus studied will include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles. Papers are intended to develop skills in writing and critical thinking through the analysis and interpretation of sequences from the films studied in class.
Prerequisite: Sophomore standing.
Core Area: The Arts.
4 Credits

Art C268 History of Western Sculpture
Ms Butler
This course explores man's capacity for imposing meaning on three-dimensional form. The goal of the course is to understand how certain ideas — man's most important ideas, those of human identity and the nature of God — have taken shape in sculptural form. Part of the understanding will come through looking at sculpture in relation to the other arts, through considering its various modes (free-standing statues, group sculpture, equestrian figures, relief sculpture, and portrait busts), and through examining the methods of making sculpture. The course will cover Greek, Roman, Medieval, Renaissance, Baroque and modern sculpture, and will include field trips to area museums and public monuments in the city of Boston.
Prerequisite: Sophomore standing.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Art 175 Visual Fundamentals
Staff
Development of visual awareness through projects, lectures, discussions which use the camera and other media as a means of establishing new and creative relationships with a visual environment.
4 Combined Lect/Studio Hrs
4 Credits

Art 201 Ancient and Medieval Art
Staff
The course will offer an historical survey of art and architecture of the ancient world, giving particular emphasis to Egyptian, Greek and Roman cultures. Students will also be introduced to the arts in Medieval Europe, with a special focus upon the Romanesque and Gothic styles.
3 Lect Hrs
3 Credits

Art 202 Renaissance to Modern Art
Ms Arb
An historical survey of Western art and architecture from the 15th century to the 20th century. The course will deal with different aspects of the art of: the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, Post Impressionism and twentieth century painting, sculpture, and architecture.
3 Lect Hrs
3 Credits

Art 210 Studies in the History of Art
Staff
Topics will vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists; recent examples are "French Impressionism" and "Boston Architecture." Please contact the department for descriptions of current and/or contemplated offerings.
3 Lect Hrs
3 Credits

Art 254 American Architecture
Ms Fergusson
A survey of American architecture and town planning from the 17th century to the present. Topics studied will include early colonial architecture, the search for a new style for the new republic, 19th century expansion and eclecticism, the revival of domestic architecture, the skyscraper style and the development of modern architecture in the 20th century.
3 Lect Hrs
3 Credits

Art 260 Topics in the Art of Asia
Staff
A course in the art and architecture of Asia. Subjects will vary, but have included Buddhist art, the art of India, Far Eastern painting, Japanese graphics, and the art of China. Topics are announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art 262 Topics in the Arts of the Americas
Staff
A course designed to provide an introduction to the art forms and styles of the tribes, regions and civilizations of North, Central, and South America and Mexico. Subjects vary, but have included North American Indian art, and Middle American art. Topics are announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art 264 Topics in the Art of Africa
Staff
A course which most frequently will provide a broad introduction to the African arts, especially carved figures, masks, rock and wall paintings, textiles and utilitarian objects. Occasionally more specific topics will be announced during the preregistration period. Not offered on a regular basis.
3 Lect Hrs
3 Credits

Art

Art 272 History of Photography
Staff
A survey of the history of photography from the invention of the medium in the 19th century to the present. Emphasis on photography as a medium of expression and communication, and on the distinctive qualities of selected photographers.
3 Lect Hrs
3 Credits

Art 275 Visual Experiments
Ms Barron, Mr Thurman
A further development of the creative issues explored in Art 175, in this case concentrating on three-dimensional problems.
Prerequisite: Art C100 or Art 175.
5 Studio Hrs
3 Credits

Art 281 Drawing I
Staff
Basic materials and techniques, with emphasis with drawing as a primary means for the description and interpretation of man and his environment. Problems in still life, landscape, and life drawing.
Prerequisite: Art C100 or Art 175.
5 Studio Hrs
3 Credits

Art 293 Photography I
Ms Novak, Ms Shook and Staff
This course introduces the student to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Prerequisite: Art C100 or Art 175.
8 Combined Studio/Lab Hrs
4 Credits

Art 295 Film/Video I
Mr Hansard
A course whose basic aim is that of the traditional beginning filmmaking course, employing both super-8 and half-inch videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow the student to explore the communicative and expressive possibilities of the moving image.
Prerequisite: Art C100 or Art 175, and Art 293.
8 Combined Studio/Lab Hrs
4 Credits

Art 310 Studies in the History of Painting
Ms Arb, Mr Tucker, Staff
A course designed to provide in-depth study in different aspects of the history of painting, dealing with ideas, issues, movements, and major figures. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 311 Introduction to Italian Renaissance Painting
Ms Arb
The creation and flowering of the early Renaissance style in Florence, explored through study of the work of Masaccio, Fra Angelico, Piero della Francesca, Botticelli, and Leonardo da Vinci (among others) and their relationships to different aesthetic and intellectual responses in the various local centers.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 312 Italian Renaissance Painting: The Golden Age
Ms Arb
A definition of high Renaissance classicism and of the particular form the style took in Rome and Venice in the first three decades of the 16th century. Concentration on the careers of Raphael, del Sarto, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 313 Mannerism in Visual Arts, 1520 to 1600
Ms Arb
An exploration of the new style developed in Italy in reaction to Raphael's classicism which spread to Northern Europe between the high Renaissance and the Baroque. Form, theory and content in relation to the social crises of the reformation and the counter-reformation. The "psychology" of mannerism and its relationship to the modern age.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 316 Painting 1780-1850
Mr Tucker
An investigation of the major movements in European painting between 1780 and 1850— Neoclassicism and Romanticism— and the leading figures responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 317 Painting, 1850-1900
Mr Tucker
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course will trace the development of these movements and that of the leading figures responsible for their development (e.g., Courbet, Manet, Monet, Moreau, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 318 Painting, 1900 to 1945
Mr Tucker
A study of the major movements and artists in the first half of the twentieth century, and their relationship to social and intellectual developments. The evolution of twentieth century painting: fauvism, cubism, German expressionism, futurism, neue sachlichkeit, dada, surrealism and abstract art.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art 319 Painting, 1945 to the Present
Mr Tucker
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art. In addition to investigating these movements and the major figures involved in their development, the course will also consider the role of contemporary criticism and its influence on the arts.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs
3 Credits

Art

Art 320 Studies in the History of Sculpture
Ms Butler, Staff
This course will deal with specific problems in the history of sculpture. It is designed to focus upon single artists, types of commissions, aspects of iconography, national or period styles as they come up in the history of sculpture. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 324 Italian Sculpture 1300 to 1600
Ms Arb
A survey of the various styles and subjects of Italian sculpture, stressing the work of major artists such as Pisano, Ghiberti, Donatello, Michelangelo, Cellini and Giambologna.
3 Lect Hrs
3 Credits

Art 326 Tomb Sculpture
Ms Butler
A study of the sculptural forms man has employed as marker of the grave in various civilizations from primitive burials through rural cemeteries of the 19th century. Particular focus will be placed on the question: How does the tomb reveal the ways in which either an age has seen itself or an individual him/herself.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 328 Modern Sculpture
Ms Butler
Emphasis on the 19th century origins of modern sculpture and the range of sculptural expression achieved during the 20th century. Field trips required.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 330 Studies in the History of Architecture
Ms Fergusson, Staff
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures in architecture and urban planning. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 339 Twentieth Century Architecture
Ms Fergusson
Theory and form in twentieth century architecture. The course will present a detailed examination of architecture in both Europe and America since 1900. Subjects will include: art nouveau; de Stijl; the Bauhaus; the new internationalism vs. art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles vs. revivalism; the sculptural and monumental vs. nihilist attitudes in contemporary architecture. Some thought will be given to the contrast between "popular" and "elitist" styles. Considerable attention will be given to contemporary theories on the function and forms of architecture.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 340 Studies in the History of Criticism and Aesthetics
Staff
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 346 The American Vision in Art
Staff
An examination of American art, especially painting, in the second half of the 19th century. The impact of social and intellectual forces, photography, and the illustrated news weeklies on the traditional themes of landscape, portraiture, and genre will be considered.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 348 Naturalism and Realism in Art
Ms Butler
Considering the controversy behind their definition, the course examines these ideas in the art of antiquity and by contrasting Renaissance and Baroque concepts of naturalism. Special stress will be given to naturalism and realism in the 19th century and to how the role of photography has changed 20th century ideas of realism.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Art 365 The Documentary Film
Mr Risse
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course will focus on the major schools of the documentary as well as specific filmmakers.
Prerequisite: Art C265.
3 Lect Hrs/2 Viewing Hrs
3 Credits

Art 368 The Movies, 1930 to 1950
Mr Risse
A study of the Hollywood film from the coming of sound to the coming of television, concentrating on a certain few of the major genres— gangster and crime films, the musical, and the western— and approaching them in terms of theme and structure, principally as a form of popular culture. Weekly film viewings in addition to the three regular class hours per week.
3 Lect Hrs/3 Viewing Hrs
3 Credits

Art 381 Drawing II
Staff
Continuation of work begun in Drawing I, involving problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still-life, landscapes and the human figure.
Prerequisite: 3 courses in Art and Enrollment Request Form.
5 Studio Hrs
3 Credits

Art 382 Drawing III
Staff
Continuation of major concerns in Drawing II with a new emphasis on the integration of these issues into a pictorial statement.
Prerequisite: Drawing II and Enrollment Request Form.
5 Studio Hrs
3 Credits

Art 383, 384 Painting Workshop
Ms Barron, Mr Thurman, Mr Yarde
Specific problems are addressed in or through various painting media including oil, opaque, watercolor, acrylics. Content will differ from semester to semester.
Prerequisite: 3 Studio Courses in Art and Enrollment Request Form.
5 Studio Hrs
3 Credits

Art

Art 385, 386 Three-Dimensional Workshop
Staff
This course takes up issues basic to three-dimensional form, such as particular materials and techniques; or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisite: 3 Studio Courses in Art and Enrollment Request Form.
5 Studio Hrs
3 Credits

Art 387, 388 Graphics Workshop I
Staff
This course will consist of a series of problems in pattern, systems, composition and personal symbology manifested through simple techniques (linocuts, stencils, etc.) plus some use of color papers and inks. Content will vary from semester to semester.
Prerequisite: 3 Studio Courses in Art and Enrollment Request Form.
8 Combined Studio/Lab Hrs
4 Credits

Art 393 Photography II
Ms Novak, Ms Shook
and Staff
A continuation of studies begun in Photography I— Art 293— with an explicit escalation not only in content, but in expectation of achievement as well. Lectures, group critique, and laboratory assignments.
Prerequisite: 3 Courses in Art and Enrollment Request Form.
8 Combined Studio/Lab Hrs
4 Credits

Art 394 Photography III
Ms Novak, Ms Shook
This course is a more advanced part of the continuity in photography stressing personal and independent points of view through lectures, group critiques, discussion meetings, and darkroom work.
Prerequisite: Art 393 and Enrollment Request Form.
8 Combined Studio/Lab Hrs
4 Credits

Art 395 Film/Video II
Mr Hansard
A second semester of practice in the organization and execution of moving imagery and sound.
Prerequisite: 3 Courses in Art and Enrollment Request Form
8 Combined Studio/Lab Hrs
3 Credits

Art 396 Film/Video III
Mr Hansard
This third semester of film and video is designed to provide the advanced student with a more complex experience in the organization and execution of moving imagery and sound.
Prerequisite: Art 395 and Enrollment Request Form.
8 Combined Studio/Lab Hrs
4 Credits

Art 478, 479 Independent Study
Staff
Independent investigation of a special area under the supervision of a qualified professor. Open only to a limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor and Department Chairperson and Enrollment Request Form.
Hrs by arrangement
1-3 Credits

Art 480, 481 Seminar in Visual Studies
Staff
Designed primarily for the art major to provide advanced work in areas and topics not normally offered in existing courses. Course content will vary with instructor. May be repeated for credit.
Prerequisite: Permission of instructor and Enrollment Request Form.
3 Lect Hrs or 5 Studio Hrs
3 Credits

Art 488, 489 Special Problems— Field Work
Staff
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project is required of all applicants.
Prerequisite: Permission of instructor and Department Chairperson and Enrollment Request Form.
Hrs by arrangement
1-6 Credits

Art 491 Honors Project
This is the first semester of two leading to consideration for the award of Honors in Art. Course work will include a creative and/or research project under faculty supervision based on an approved project. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue course work without jeopardy to grades or credit. See departmental regulations for this program.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement
3 Credits

Art 492 Honors Project
Continuation of work begun in Art 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue work without jeopardy to grades for credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement
3 Credits

Department of Biology

Faculty

Fuad Safwat, Associate Professor and Chairperson; Professors Lawrence Kaplan, Herbert Lipke, Nevin Weaver, Richard White; Associate Professors Kamaljit Bawa, Ruth Bennett, John A Freeberg, William Hagar, Bettina Harrison, Jeremy Hatch, Christine Armett-Kibel, Michael Rex, Edna Seaman, Claire Van Ummersen, Garrison H Wilkes; Assistant Professors John Ebersole, Charles Puccia, Ruth Schmitter, Michael P Shiaris; Part-time Assistant Professor Elizabeth A Davis; Part-time Lecturer Karlene Schwartz.

The Department

Biology is enormously diverse. A few of the many fields it encompasses are anatomy, animal behavior, botany, ecology, genetics, microbiology, physiology and zoology. Each of these (and others) is the title of a separate department in some educational institutions, but the current tendency is for unification. The Biology Department reflects some of the diversity of the discipline, not only in its faculty, but also in its students and its curriculum. About 10% of the students in CAS are biology majors with a wide range of interests and aims. Some may have specific professional goals in mind (medical, environmental), or they may adopt biology as a non-professional Arts and Sciences major. The diversity and depth of our course offerings support either approach to the study of living systems.

Requirements and Recommendations

The Major

Required Introductory and Intermediate courses

Biol C111 and C112 (General Biology I and II)
Chem C103 and C104 (Chemical Principles I and II)

Two semesters of mathematics: Math C124 (Applied Algebra) *or* Math C130 (Precalculus College Algebra and Trigonometry) *and* at least one semester of calculus (Math C135 or Math C140) are recommended. Math 100, C105, C110, C120, C125, and C126 are not counted towards the two semester math requirement of the biology major.

Phys C107 and C108(College Physics I and II)
Phys 171 and 172 (Introductory Physics Laboratory I and II)
Biol 211 (Physiology of Organisms)
Biol C252 (Genetics)

Note: Prospective majors are advised to take Biol C111-C112, Chem C103-C104, and mathematics courses during their first year; Biol 211, Biol C252, Phys C107-C108, and Phys 171-172 during their second year.

Accelerated Biology Courses. Selected students may fulfill the biology core requirements (Biol C111, C112, 211, and C252) by completing C113 and C114 (Accelerated Introductory Biol I and II), and Biol 241A plus C240 or 242 (Introduction to Population Biology). Permission of the Biology Chairperson is required.

Exemption from introductory courses: Students may satisfy the Biology Department major requirements for General Biology (Biol C111-C112) and/or one year of the natural science core requirement through a special qualification program in Biology. Interested students who have a strong background in secondary school Biology should 1) contact the Biology Department for an interview and 2) take a written examination in Biology to be offered prior to registration for the fall term.

Students who have taken the Advanced Placement Examination in Biology and have scored "3" will be exempted from taking General Biology at UMass/Boston.

Students who score "4" or higher on the Advanced Placement Examination will be exempted from taking General Biology at UMass/Boston and will be granted 4 elective credits toward graduation.

CLEP. The Biology Department accepts a score of 50 and above on the CLEP exam plus satisfactory performance on the essay CLEP exam. Satisfactory performance will be determined by the faculty of the department who will grade the essay. Students who meet the above two requirements will be exempted from General Biology (Biology 111-112) and will receive six (6)credits.

Additional Requirements:

Biology majors must complete 15 credit hours of biology courses at the 300 level or higher; a minimum of 3 credit hours in the laboratory must be included. (Biol 381, 478-479, and 672 will not satisfy this requirement.)

Majors must complete 8 additional credit hours at the 200 level or higher in biology or in related fields. Courses in related fields include organic chemistry, certain other advanced science courses apart from those basic courses required of biology majors, and certain social science courses in the biobehavioral area. A student's choice of courses in related fields must be approved by the Department Chairperson *before* registration.

Note: Approval of the course instructor and the Department Chairperson is required if a student is to repeat for the third time any biology course in which the student has received grades of "W" and/or "F."

Honors

To graduate with honors in biology it is necessary to complete satisfactorily a program of at least 3 credits in Independent Study in Biology. A formal honors application must be filed with the biology office when Independent Study is begun. The biology faculty will confer departmental honors upon students who:

1. Have a cumulative average of 3.0 or higher.
2. Have obtained satisfactory grades in their advanced biology courses. (Generally interpreted as no pass/fail enrollment and a 3.0 average in all biology courses numbered 200 or above).
3. Have written a thesis and given an oral presentation of their independent study project which the biology faculty feels merits the awarding of honors. Thesis presentations are usually scheduled during the last week of classes. The completed written thesis is due one week prior to the presentation.

Pass/Fail Option

Not more than one course in biology or in an approved closely related field specified as part of the biology major degree requirements shall be taken on a Pass/Fail basis.

Biology

Transfer Credit Policy

In meeting requirements for graduation with a degree in biology, a transfer student must include at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, taken within the Biology Department at UMass/Boston (or equivalent at UMass/Amherst). These courses will be at the 300 level or above unless approval is obtained for lower level courses from the Department Chairperson.

Biol C101 The Basis of Life
Staff
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things.
No background in the natural sciences is required.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
4 Credits

Biol C102 Evolutionary Biology
Staff
Designed for students in the social sciences and humanities. Those areas of genetics, ecology and evolution that form a unified approach to the study of organisms and populations.
No background in the natural sciences is required.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Biol C111 General Biology I
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol C112 General Biology II
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: Biol C111.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol C113 Accelerated Introductory Biology I
Staff
The first of three biology courses given for a select number of students who qualify to take an accelerated sequence of courses in biology. Topics covered are: the universe and its origin, basic chemistry background, cell structure, metabolism, Mendelian genetics and molecular genetics.
Prerequisite: Permission of the department.
3 Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
6 Credits

Biol C114 Accelerated Introductory Biology II
Staff
The second in a series of three biology courses given for a select number of students who qualify to take an accelerated sequence of courses in biology. Topics covered are: plant and animal structure, physiology and development.
Core Area: Natural Sciences.
Prerequisite: Permission of the department.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
6 Credits
Note: Biol C240 or 242 *plus* Biol 241A will complete the four course sequence in the accelerated biology program.

Biol C240 Introduction to Population Biology
Staff
Basic course in ecology and evolution. Examines interactions of organisms at the population and community levels. Topics include patterns of climate and communities, energy flow and nutrient cycling, productivity, biogeochemical cycles, population growth, life history strategies, behavior, natural selection, adaptation, speciation and human ecology and evolution.
Core Area: Natural Sciences.
Prerequisite: Biol C111-C112 or equivalent.
3 Lect Hrs, 2 Lab Hrs (including several weekend field trips)
4 Credits

Biol C250 Sociobiology
Mr Weaver
The societies of both invertebrates and vertebrates will be studied; colonial invertebrates and various loose associations of individuals will be examined briefly. The nature of various societies, their adaptative significance; the behavioral, physiological and anatomical modifications for social life, and communication within and among societies will be stressed. Theories of the evolutionary origin of societies will be examined in some detail. The laboratory will consist of analysis of societies and social interactions will be studied on film and in the field.
Core Area: Natural Sciences.
Prerequisite: Biol C112 or equivalent, or 1 semester of biology and 1 of a closely related subject.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol C252 Genetics
Staff
The basic principles of heredity will be studied through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes and patterns of inheritance.
Core Area: Natural Sciences.
Prerequisite: Biol C111 and C112. Chem C103-C104 recommended.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 104 Human Biology
Staff
A one-semester course designed principally for those who do not intend to major in biology. Principles of biology are taught using the human organism as a representative of biological systems at several levels. Subjects covered include human evolution, genetics, reproduction and development, and the impact of man on our environment.
No background in the natural sciences is required.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 105 Plants and Human Affairs
Mr Wilkes
The origin, botanical relationships, domestication and history of plants of economic importance, with emphasis on man's dependence on cultivated plants and his influence on the vegetation of the world. No background in the natural sciences is required.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biology

Biol 108 Introduction to Nutrition
Staff
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations and the global ecology of food production. No background in the natural sciences is required.
3 Lect Hrs
3 Credits

Biol 200 Field Biology on Nantucket
Staff
Summer only. Requires reports on original research projects on the field biology of Nantucket Island. Meets every weekday during part of the summer at the University's field station on Nantucket. Lectures, seminars and individual consultation arranged. Mainland students live at the station and are responsible for modest expenses.
Prerequisite: Biol C112 or permission of instructor.
Hrs by arrangement
1-6 Credits

Biol 205 Basis of Drug Action
Staff
A course designed for non-biology majors who are interested in the physiological rationale for modern drug therapy. The course will examine the mechanisms of action of drugs used to control a variety of common and/or interesting ailments as well as those which perturb normal physiological function such as anesthetics and toxins. Basic principles of pharmacology will be presented and no background in physiology will be presumed.
Prerequisites: Biol 101, 111, 104 or Chem 101, 102 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 211 Physiology of Organisms
Staff
A study of basic plant and animal physiology at the organismal level.
Prerequisite: Biol C111 and C112; Co- or Prerequisite Chem C103.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 213 Physiology of Organisms Lecture
Staff
Lecture section of Biol 211; no lab work required.
Prerequisite: Biol C111 and C112.
3 Lect Hrs
3 Credits

Biol 220 Taxonomy of Seed Plants
Mr Kaplan
Evolutionary relationships of orders and families of seed plants; principles of taxonomy; systems of classification; a survey of the major plant families.
Prerequisite: One year of biology or permission of instructor.
3 Lect Hrs
3 Credits

Biol 221 Taxonomy of Seed Plants Laboratory
Mr Kaplan
Laboratory study of the major seed plant families. Collection and identification of local flora.
Corequisite: Biol 220.
3-6 Lab Hrs, Occasional field trips
1-2 Credits

Biol 232 Invertebrate Zoology
Mr Rex
Evolution, ecology, life history and morphology of invertebrate animals. Emphasis placed on living representatives of local fauna, especially marine invertebrates.
Prerequisite: Biol C111 and C112.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol 234 Invertebrate Zoology
Mr Rex
Lecture section of Biol 232; no lab work required.
Prerequisite: Biol C111 and C112.
3 Lect Hrs
3 Credits

Biol 238 Ornithology
Mr Hatch
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior. Normally taken in conjunction with laboratory and field work, Biol 239.
Prerequisite: Biol C111-C112 or equivalent.
3 Lect Hrs
3 Credits

Biol 239 Ornithology Laboratory
Mr Hatch
Laboratory and field work in ornithology (in conjunction with co-requisite, Biol 238).
3 Lab Hrs
1 Credit

Biol 241A Accelerated Seminar in Population Biology
Staff
Open to students who have completed Biol C113 and C114. Students in the accelerated biology program must also enroll in Biol C240 *or* Biol 242.
1 Discussion Hr
1 Credit

Biol 242 Introduction to Population Biology Lecture
Staff
Lecture section of Biol C240; no lab work required.
Prerequisite: Biol C111-C112 or equivalent.
3 Lect Hrs
3 Credits

Biol 254 Genetics Lecture
Staff
Lecture section of Biol C252; no lab work required.
Prerequisite: Biol C111 and C112.
3 Lect Hrs
3 Credits

Biol 290 Histology
Ms Harrison
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology will be considered as it relates to structure, ultrastructure and staining characteristics.
Prerequisite: Biol 211.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 312 Developmental Biology
Staff
Basic processes of development at the organismal level using both animal and plant examples. Topics included will be reproduction, gametogenesis, growth, morphogenesis, differentiation, gene expression and organogenesis.
Prerequisite: Biol 211 or 213.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol 314 Developmental Biology Lecture
Lecture section of Biol 312; no lab work required.
Prerequisite: Biol 211 or 213 and Chem 103.
3 Lect Hrs
3 Credits

Biol 316 Animal Coordination
Staff
Nervous and hormonal mechanisms of physiological and behavioral control in animals. Basic physiology of systems involved in integration, physiology of endocrines, nervous system, muscles and sense organs and their interrelationship in achieving coordination in the whole organism. Emphasis on vertebrates, with some comparisons to invertebrate systems.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biology

Biol 318 Animal Coordination Lecture
Staff
Lecture section of Biol 316; no lab work required.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 320 Vascular Plants
Mr Freeberg
Growth, structure, and function of vascular plants with emphasis on the plants as a functioning unit in varied environments. The principal families of seed plants are surveyed with respect to their phylogeny, geography, and identification. Practical aspects of botany of higher plants will be included in the laboratory along with description and experimental work.
Prerequisite: Biol 211 or 213.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 322 Vascular Plants Lecture
Mr Freeberg
Lecture section of Biol 320; no lab work required.
Prerequisite: Biol 211 or 213.
3 Lect Hrs
3 Credits

Biol 324 Biology Of Non-Seed Plants
Ms Schmitter
A study of the major plant groups emphasizing life cycles of the non-seed bearing plants and the control of life cycles by environmental and genetic factors. Aspects of autotrophic and heterotrophic nutrition of particular relevance to these plant groups and their phylogeny will be discussed. In addition to the use of pure cultures, students will isolate from nature and will culture non vascular plant species. For appropriate species, particularly algae, fungi, slime molds, gametophytes of moss and ferns, the experimental control of life cycles and sexuality will be investigated.
Prerequisite: Biol 211 or 213.
3 Lect Hrs, 6 Lab Hrs
5 Credits

Biol 326 Biology of Non-Seed Plants Lecture
Ms Schmitter
Lecture section of Biol 324; no lab work required.
Prerequisite: Biol 211 or 213.
3 Lect Hrs
3 Credits

Biol 334 Microbiology
Staff
Characterization and classification of the major groups of microorganisms, and the relationships of some of these with man and the environment. Lectures and laboratory work will treat distinguishing morphological, physiological, and nutritional characteristics of the bacteria, algae, fungi, and protozoa. Consideration of host-parasite relationships and of environmental, food, and industrial microbiology.
Prerequisite: Biol 211 and Chem C104.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Biol 338 Insect Life
Mr Weaver
Physiological and other adaptations that account for the survival and success of insect life will be considered. The laboratory will deal primarily with the diversity of insects. There will be brief consideration given to the relationship of insects to man.
3 Lect Hrs
4 Credits

Biol 342 Ecology
Staff
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: Biol 240 or 242.
3 Lect Hrs
3 Credits

Biol 343 Ecology Laboratory
Staff
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics, interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays.
Corequisite: Biol 342.
1 Lect Hr, 3 Lab Hrs
2 Credits

Biol 348 Animal Behavior
Mr Hatch
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: Biol 240 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 349 Methods in Ethology
Mr Hatch
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films and field trips.
Prerequisite: Biol 240; Biol 348 is a corequisite.
5 Lab Hrs, 1 Disc Hr
3 Credits

Biol 352 Evolution
Staff
Evolution as the unifying concept of biology. Topics will include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, evolution of man.
Prerequisite: Biol 240 and 252.
3 Lect Hrs
3 Credits

Biol 353 Evolution Laboratory
Staff
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized.
Corequisite: Biol 352.
3-6 Lab Hrs, 1 Disc Hr
2-3 Credits

Biol 371 Biology of Cells I
Staff
The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in biology.
Prerequisite: Biol 211 or 213; Corequisite: Organic Chemistry.
3 Lect Hrs
3 Credits

Biol 372 Biology of Cells II
Staff
The structure and function of the nucleus. The biochemical mechanisms of growth and reproduction at the molecular level.
Prerequisite: Biol 371.
3 Lect Hrs
3 Credits

Biology

Biol 373 Methods in Cell Biology I
Staff
Laboratory course to accompany Biology 371 (Biology of Cells I). It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit, with a minimum of 1 hour of lecture and 5 hours of laboratory per week. Each student must take 2 tracks per semester.
Prerequisite or corequisite: Biol 371 or equivalent.
1 Lect Hr, 5 Lab Hrs
3 Credits

Biol 374 Methods in Cell Biology II
Staff
Laboratory course to accompany Biology 372 (Biology of Cells II). It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit. Each student must take 2 tracks per semester.
Prerequisite or corequisite: Biol 371-372 or equivalent.
1 Lect Hr, 5 Lab Hrs
3 Credits

Biol 381 Special Topics
Staff
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement
1 Credit

Interd 354 Introductory Biochemistry
Mr Laufer, Mr Lipke
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates.
Prerequisite: Chem 254.
3 Lect Hrs
3 Credits

Interd 358 Introductory Biochemistry
Mr Laufer, Mr Lipke
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates. Laboratory provides experimental training in preparation, analysis and characterization of natural products.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Biol 478 Independent Study I
Staff
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. It is open to seniors and 2nd semester juniors. The course will normally be taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. Biol 478-479 do not count toward biology major requirements.
Prerequisite: 2nd semester junior standing and permission of a research director.
Hrs by arrangement
1-3 Credits

Biol 479 Independemnt Study II
Staff
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. It is open to seniors and 2nd semester juniors. The course will normally be taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for Biol 478. This course can be taken in the summer. Biol 478-479 do not count toward biology major requirements.
Prerequisite: 2nd semester junior standing and permission of a research director.
Hrs by arrangement
1-3 Credits

Biol 483 Directed Research on Nantucket
Summer only. Requires written reports on original research projects done at university field station under the direction of a specific staff member. In general, projects will be carried out during the first half of the summer, but by arrangement some work may be accomplished at other times during the year. The project should be planned well in advance of the time that the field work is to be done. Mainland students live at the field station and are responsible for modest expenses.
Prerequisite: Previous experience in field biology, substantial background in biology and related subjects and permission of the instructor.
Hrs by arrangement
1-6 Credits

Biol 586 Curriculum and Methods - Student Teaching - Biology
Staff
The issues, principles and methods of teaching biology in the schools. Supervision and critique of practice teaching. Biology majors are advised to check the scheduling of practice teaching with the department. Not ordinarily allowed as credit toward the biology major requirements.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs (practice teaching)
9 Credits

Biol 602 Plant Physiology
Staff
Current developments in plant physiology, morphogenesis and biochemistry.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Biol 604 Biology of Cities
Mr Wilkes
The biology of humans and the metabolism of cities: the origin and the development of cities, the biology of resources, food, air, water, energy fuels, and waste materials, the city as environment, innovation and change.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Biol 612 Advanced Cell Biology
Staff
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 613A Archaeological Botany
Mr Kaplan
Laboratory tutorial: Recovery, identification and analysis of macroscopic plant remains, pollen and spores from archaeological and geological deposits, interpretation of the data derived and their botanical, archaeological and paleo-ecological applications.
Prerequisite: Permission of instructor. The number of credit hours will be determined by prior consultation with instructor.
3 Lab/Disc Hrs Per Credit
2-5 Credits

Biology

Biol 613 Biological Materials in Prehistory (also Anth 478)
Mr Kaplan
A full year seminar-laboratory course offered as part of the teaching program of the Boston area Center for Materials Research in Archaeology and Ethnology, of which UMass/Boston is a member. Open to a limited number of students in Anthropology or Biology. For permission and detail contact the instructor.
2-5 Credits

Biol 614 Advanced Cell Chemistry
Staff
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 618 Evolution Under Domestication
Mr Weaver, Mr Wilkes
The origin, evolution, and phylogenetic relationships of domesticated and semi-domesticated plants and animals: the influence of cropping and herding on natural floras and faunas of the world.
Prerequisite: Permission of instructor.
3 Lect Hrs and arranged Saturday field trips
3 Credits

Biol 622 Concepts and Methods in Cytology
Staff
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 624 Algal Physiology
Ms Schmitter
Examination of current research areas in algal physiology, selected from such topics as algal nutrition, chromatic adaptation, symbiotic relationships, control of planktonic sinking rates, secretion of specialized products (polysaccharide, carbonate, silica), and control of sexuality.
Prerequisite: Biol 211 and 324 or permission of instructor.
2 Lect Hrs, 1 Sem Hr
3 Credits

Biol 625 Insect Biology
Mr Weaver
A course devoted to the physiology and biochemistry of insects. Those adaptations that have made insects the most successful group of animals will be emphasized. The laboratory portion of the course will stress the morphology, diversity and classification of insects.
Prerequisite: Biol 211, 240 and 371.
3 Lect Hrs
3 Credits

Biol 632 Advanced Evolution
Staff
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Biol 638 Advanced Ecology
Staff
Concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K- selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial will provide opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biol 342 or permission of instructor.
2 Lect Hrs, 1 Disc Hr
3 Credits

Biol 642 Biogeography
Mr Rex
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biographical theory, the population genetics and evolutionary strategies of colonizing species. Lectures by instructor, one discussion session per week. Independent research by students will be presented to the class in seminar form.
Prerequisite: Biol 342 and 352 or equivalents. Some knowledge of statistics and calculus highly recommended.
Hrs by arrangement
3 Credits

Biol 643 Behavior and Ecology of Seabirds
Staff
Adaptations of seabirds to the marine environment with particular reference to breeding biology and feeding strategies, other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by arrangement
2-5 Credits

Biol 645 Ecological and Evolutionary Aspects of Plant-Animal Coevolution
Mr Bawa
Coevolution of plants and animals will be examined in an ecological context. Interactions to be examined include pollination, seed predation, herbivory and grazing. The role of these interactions in the regulation of community structure will be discussed. Although emphasis will be on tropical communities, alpine, temperate, and desert communities will also be covered.
Prerequisite: Biol 240 and 342 or 352 or permission of instructor.
3 Lect Hrs
3 Credits

Biol 650 Advanced Ethology
Mr Hatch, Mrweaver
Examination in depth of topics in the biological study of behavior with particular reference to communication and the evolution of social behavior. There will be lecture-discussions and occasional lab exercises and field trips.
Prerequisite: For graduate students and seniors with appropriate background in biology including 240, 250 and/or 348 and permission of instructor.
Hrs by arrangement
3 Credits

Biol 660 Seminar in Developmental Biology
Staff
Current problems in developmental biology. Molecular and cellular differentiation, and pattern determination.
Prerequisite: Biol 312 or 314 and permission of instructor.
3 Sem - Disc Hrs
3 Credits

Biobehavioral Studies Concentration

Biology

Biol 662 Photobiology
Mr Hagar, Mr White
The photochemical reactions that occur in biological systems. Major topic areas are: properties of light energy, utilization of light energy by photosynthetic organisms, mechanism of visual transduction, photochemical triggering mechanisms for developmental processes.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Biol 666 Seminar in Neurobiology
Staff
Structure, function and development of sensory receptors, neurons and muscles.
Prerequisite: Biol 316 or 318 and/or permission of instructor.
3 Lect Hrs
3 Credits

Biol 668 Advanced Physiology
Staff
Experimental studies in selected areas of organismal and cellular physiology. Provisions will be made for independent projects during the course. One weekly seminar plus one weekly lab meeting. Open to graduate students and qualified advanced undergraduates.
Prerequisite: Biol 316 or 372 or equivalent, organic chemistry, physics, and permission of instructor.
1 Sem Hr, 4 Lab Hrs
3 Credits

Biol 670 Tissue and Organ Culture
Mr Safwat, Ms Van Ummersen, Ms Davis
Methods of plant and animal tissue and organ culture will be presented with special emphasis on problems of differentiation and morphogenesis in vitro. Introduction of certain techniques now used in plant protoplast culture and for hybridization of somatic cells in plants and animals. These methods will be applied to independent projects during the course.
Prerequisite: Permission of instructor.
1 Lect Hr, 6 Lab Hrs
3 Credits

Biol 672 Directed Readings in Biology
Staff
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by arrangement
1-3 Credits

Biol 680 Methods in Comparative Biochemistry
Mr Lipke
Analysis of tissues and subcellular particulates from microorganisms, plants, invertebrate and vertebrate animals to reveal physiological differences and evolutionary trends as expressed by chemical differences. The use of chromatography, spectrophotometry, tracer methodology and chemical derivation for the analysis of tissues and organelles isolated by dissection and differential centrifugation. Techniques for cell disruption and sampling will be presented along with instruction in the operation of equipment for the separation, purification and identification of tissue constituents.
Permission of instructor.
6 Lab Hrs
2 Credits
9 Lab Hrs
3 Credits

Biol 690 Concepts in Modern Biology
Staff
A field of biology of current interest is examined in detail.
Prerequisite: Permission of instructor.
Hrs by arrangement
2-5 Credits

Note: Additional information may be found in the Graduate Studies section of this catalog.

Co-Directors

Assistant Professor Naomi Bishop; Associate Professors Jeremy Hatch and Celia Moore

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to concentrate in biobehavioral studies.

The purpose of the concentration is to provide a broad foundation in the various approaches to the naturalistic study of the behavior of man and other animals. A concentrator will major in one of the three departments and take an appropriate group of courses in the other two departments. These courses cannot be completed in a short time and interested students are urged to consult with one of the concentration directors/advisors. Course lists and requirements are available from concentration advisors, who are from each of the three contributing departments.

Requirements and Recommendations

Students entering the concentration are advised to take introductory courses in anthropology, biology, and psychology. In order to have the concentration recorded on their transcripts, students should declare the concentration by completing the appropriate form available from a concentration advisor and by filing a card with the Office of Registration and Records.

The requirements are intended not only to introduce the student to animal behavior but also to achieve some breadth in related fields and some depth with advanced courses.

A concentrator must fulfill a major in anthropology, biology, or psychology. Each of these three departments offers courses that can contribute both to major requirements and to those of the concentration.

All concentrators must take:
1. At least one concentration-approved course from the major department.
2. Five concentration-approved courses from the two departments outside the major department, including at least one course from each department.
3. At least one course from the category "first courses in animal behavior," two courses from "courses in associated fields," and two courses from "advanced courses in animal behavior." This distribution requirement may be satisfied by courses taken from any of the three departments.

In addition, students are strongly encouraged to undertake practical laboratory courses and/or field experience in animal behavior.

Biobehavioral Studies

Approved Courses:

First Courses in Animal Behavior

Anth 210 (Biosocial Bases of Human Behavior)
Biol 250 (Sociobiology)
Psych 265 (Comparative Psychology)

Associated Fields

Anth 411 (Primate Anatomy)
Anth 379 (Sociobiology and Human Behavior)
Biol 240 (Biology of Populations)
Biol 342 (Ecology)
Biol 352 (Evolution)
Biol 238 (Ornithology)
Psych 260 (Physiological Psychology)
Psych 360 (Neuropsychology I)
Psych 250 (Learning)

Advanced Courses in Animal Behavior

Anth 214 (Primate Behavior)
Anth 355 (Sex Roles and Relationships)
Anth 360 (Primate Socialization)
Biol 348 (Animal Behavior)
Biol 650 (Advanced Animal Behavior)
Psych 465 (Psychology of Development)

Laboratory Courses

Biol 349 (Methods in Ethology)
Psych 266 (Laboratory in Animal Behavior)

Transfer Credit Policy

Three of the five concentration-approved courses from the departments outside the major department must be taken at UMass/Boston. Transfer courses must be approved in writing by a Co-director of the concentration.

Department of Black Studies

Faculty

Jesse McDade, Associate Professor and Chairperson.

The Department

Black studies is a multi-disciplinary and interdisciplinary field of academic study which seeks to explore in an orderly, systematic, and structurally integrated fashion the world of black experience. The broad educational purpose of the Department of Black Studies at the University of Massachusetts at Boston is to accumulate and disseminate a specialized body of knowledge about black experience in Africa, The West Indies, Latin America, Canada and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the black community and to the rectification of social ills created in the country by individual and institutional racism.

Requirements and Recommendations

The Major

The requirements for a black studies major are consistent with the concept of black studies as a multi-disciplinary plan of study designed to provide its majors with a wide range of knowledge and analytical abilities as well as a firm grounding in an area of specialization such as history, social sciences, or the humanities.

All majors are required to take Blk Sty 110 and 111 as well as to meet methodology and research requirements with the department.

1. A minimum of 9 courses of work is also required for the major in black studies.
2. One course is required in each of the 3 general areas: black history, the humanities, and social sciences.
3. At least 5 courses must be taken in a single area as a field of specialization.
4. Majors must take at least 5 of the 9 required courses in the Black Studies Department.

Majors in black studies will be advised to supplement their work with recommended courses in other departments in order to understand the black experience within the broad framework of the world at large. Other requirements for black studies majors are consistent with general University requirements.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

The Concentration

Students majoring in other subject areas who complete the five approved courses will receive official recognition of a five course concentration in black studies.

Transfer Credit Policy

The Black Studies Department will accept up to 12 credits transferred from the black studies department of another accredited institution toward the black studies major provided the grades achieved are at the "B" or better level.

Black Studies

BlkSty 100 Introduction to Black Literature
Staff
3 Lect Hrs
3 Credits

BlkSty 102 The History of Black Education
Staff
A comparative study of the history of black education from earliest times to 1954.
3 Lect Hrs
3 Credits

BlkSty 104 Drug Abuse and the Black Community
Staff
An overview of the history and current problems evolving from drug abuse in black urban communities in the United States. Discrimination, prejudice, limited access to opportunity structures, treatment for the use of drugs, the law, community institutions, and value systems are examined as they pertain to drug use in the black community.
3 Lect Hrs
3 Credits

BlkSty 108 Black Social Movements
Staff
Concepts of social movements as well as the appearance of social movements among black Americans in the 19th century are examined. Examination of 20th century black social movements, especially Marcus Garvey's movement, Nation of Islam, the Civil Rights movement and Black Power movement.
Prerequisite: A course in sociology, political science and Afro-American history.
3 Lect Hrs
3 Credits

BlkSty 110 Black History I
Staff
An intensive study of the social, economic and political history of black Americans from the slavery period through the Civil War with particular emphasis on the social and cultural antecedents of black Americans, Abolitionism and the Civil War.
3 Lect Hrs
4 Credits

BlkSty 111 Black History II
Staff
An intensive study of the social, economic and political history of black Americans from the era of Reconstruction to the present. Topics include the black man during Reconstruction, racism in America, and a critical examination of the variegated patterns of black response in the late nineteenth and twentieth centuries.
3 Lect Hrs
4 Credits

BlkSty 201 Roots of the Black Family
Staff
An exploration of the social, economic and religious issues affecting the black family.
3 Lect Hrs
3 Credits

BlkSty 301 Black Intellectual Thought
Staff
A survey course of the significant writings of black Americans from the period of Emancipation to the present, with special references to the issues concerning the educational, political, sociological and psychological status of blacks in the United States.
3 Lect Hrs
3 Credits

BlkSty 480 Topics in Afro-American Studies
Staff
3 Lect Hrs
3 Credits

BlkSty 480C Modern Caribbean Society
This course will undertake a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus will be on the period 1918-1962 specifically, the class will look at that period in the context of Colonialism and slavery in the new world (The Americas), and the social and political attitudes shaped and derived from that period. Special attention will therefore be given to the salient racial, social, political, economic and religious issues that have significantly influenced and constituted the complex social relations of present day Caribbean society.
3 Lect Hrs
3 Credits

BlkSty 480D Black Urban Politics
Staff
An examination of the dynamics of black politics in the urban setting.
3 Lect Hrs
3 Credits

BlkSty 480G Race, Class, and Political Modernization
Staff
An exhaustive treatment of the evolution of the American socio-political system and the role function of black people and Third World nationalities. Special attention will be given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs
3 Credits

BlkSty 480H Department Seminar
A dialogical examination of selected topics as they impinge upon segments of the black community. These topics will be treated with a view towards solutions.
3 Lect Hrs
3 Credits

BlkSty 480K Problems in Urban Education
Staff
This course will look at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course will examine the cultural, social, economic and political dimensions of formal "education" in the city at the precollege level. Questions posed will include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order?
3 Lect Hrs
3 Credits

BlkSty 480L Afro-American Experience through Music
Staff
An analysis of the varieties of black music. The course also examines the African roots of black music.
3 Lect Hrs
3 Credits

BlkSty 480M Religion Before 1900
Staff
An in-depth study of the origins, development and expansion of the black church, as well as an examination of its function as a pillar of strength for black Americans.
3 Lect Hrs
3 Credits

BlkSty 480Q Race and the American Legal System
Staff
This course will examine the historical relationship of race and the American legal system. It will examine the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present.
3 Lect Hrs
3 Credits

Department of Chemistry

Black Studies

BlkSty 488 Black Studies Senior Thesis I
Staff
Study in depth of a topic chosen by the student in consultation with an honors advisor and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.
Prerequisite: Blk Sty 498 and 499 and permission of the department.
Hrs by arrangement
3 Credits

BlkSty 489 Black Studies Senior Thesis II
Staff
Study in depth of a topic chosen by the student in consultation with an honors advisor and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.
Prerequisite: Blk Sty 498 and 499 and permission of instructor.
Hrs by arrangement
3 Credits

BlkSty 498 Black Studies Honors Seminar I
Staff
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisite: 3.0 overall average and permission of the department.
3 Lect Hrs
3 Credits

BlkSty 499 Black Studies Honors Seminar II
Staff
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisite: 3.0 overall average and permission of the department.
3 Lect Hrs
3 Credits

Faculty

Leverett J Zompa, Professor and Chairperson; Professors J-P Anselme, Ernest I Becker, Daniel A Laufer, Thomas N Margulis, Lowell M Schwartz, Hans van Willigen, Chi-Hua Wang; Associate Professors Joseph S Alper, Robert L Carter, Robert I Gelb, Walter E Weibrecht; Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass/Boston has designed a curriculum to prepare scientists who will meet the challenges before us. Housed in the Science Building on the Harbor Campus, the department enjoys some of the most modern equipment and facilities in the greater Boston area. Lectures and laboratory supervision are conducted by a PhD-holding faculty of scientists whose active participation in fundamental research provides students with a perception of current developments at the frontiers of the field. At the upper levels of student training, small classes, tutorial study, and active participation in research develop scientific maturity through close contact with individual faculty members.

Requirements

For the BA in Chemistry

The department requires 39 credits in chemistry including the following courses:
Chem 103-104 (Principles of Chemistry I & II)
Chem 253-254 (Organic Chemistry I & II)
Chem 198 (Chemical Problem Solving) - may be waived by examination
Chem 341-342; Chem 343-4 (Physical and Analytical Chemistry I & II)
Chem 369; Chem 379 (Chemical Structure)
Chem 370 (Inorganic Chemistry)

In addition, chemistry majors must complete two semesters of calculus (Math 140-141) and two semesters of calculus-level physics with laboratory (Phys 113-114; Phys 181-182).

For the BS in Chemistry

All requirements for the B.A. plus:

1. One of the following courses:

   Chem 351 (Qualitative Organic Analysis)
   Interd 358 (Biochemistry) (with lab)
   Chem 361 (Analytical Instrumentation)

2. Two additional courses from the following:

   Any chemistry elective (exclusive of Chem 101-2),
   physics beyond 114,
   math beyond 141,
   any biology course,
   any computer programming course.

Chemistry

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses from the following offerings: Chem 361 (Analytical Instrumentation), Chem 351 (Organic Qualitative Analysis), Int 354-358 (Biochemistry), and Chem 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in Chem 481-482 (Advanced Laboratory in Chemistry I & II) or Chem 491-492 (Senior Thesis in Chemistry I & II). In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's Degree Program in Chemistry. Suitable courses are: Chem 615 (Topics in Physical Chemistry), Chem 653 (Polymer Chemistry), Chem 655 (Topics in Organic Chemistry), Chem 658 (Medicinal Chemistry), Chem 670 (Topics in Inorganic Chemistry), Chem 601-602 (Chemical Dynamics I & II), Chem 611-612 (Chemical Structure I & II), and Chem 621-622 (Chemical Synthesis I & II). Additional course work in mathematics, physics, or biology is encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Honors

The department does not have an Honors Program *per se* but encourages its majors to take Chem 481-2 (Advanced Laboratory) or Chem 491-2 (Senior Thesis). These courses generally provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Transfer Credit Policy

For institutions and/or courses not listed in the University Course Equivalency Guide the Departmental Chairperson's approval is required.

Chem C101 Chemical Science I
Staff
First semester of a one-year introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding and thermochemistry.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem C102 Chemical Science II
Staff
Systematic descriptive chemistry and the chemistry of biological substances.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem C103 Chemical Principles I
Staff
Introduction to the fundamental principles of chemistry including structure, the periodic table of the elements, chemical bonding and molecular structure, states of matter based on kinetic theory, chemical kinetics, equilibria, and elementary thermodynamics. Laboratory work presents an introduction to methods of quantitative chemical techniques.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem C104 Chemical Principles II
Staff
Introduction to electrochemistry, oxidation-reduction reactions, acid-base systems, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis.
Prerequisite: Chem C103.
Core Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem 198 Chemical Problem Solving
Staff
Techniques of solving problems arising in chemistry in general and physical chemistry in particular. This course is a formal prerequisite for Chem 341 and Chem 369 but may be waived for students who pass a special examination. Chem 198 should normally be taken after Math 141 and Phys C113.
Prerequisite: Chem C104.
3 Lect Hrs
3 Credits

Chem 253 Organic Chemistry I
Staff
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem C104.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem 254 Organic Chemistry II
Staff
An intensive survey of structure, reactions and synthesis of the main classes or organic compounds. Laboratory illustrates the preparation, purification, and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem 253.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem 341 Physical and Analytical Chemistry I
Staff
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chem C104 and 198, Math 141, Phys C114 and one physics laboratory.
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem 343 Physical and Analytical Chemistry I Lab
Staff
Experiments and calculation exercises designed to illustrate concepts in thermodynamics, rate processes, equilibria, electrochemistry, and separations techniques.
Prerequisite: Chem 198.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chem 342 Physical and Analytical Chemistry II
Staff
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chem 341
3 Lect Hrs, 1 Disc Hr
4 Credits

Chem 344 Physical and Analytical Chemistry II Lab
Staff
Continuation of Chem 343.
Prerequisites: Chem 341 and 343.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chemistry

Chem 351 Organic Qualitative Analysis
Mr Anselme
Theory and practice in organic compound separation and identification employing classical and instrumental methods.
Prerequisite: Chem 254.
1 Lect Hr, 6 Lab Hrs
3 Credits

Interd 354 Introduction to Biochemistry
Mr Laufer, Mr Lipke
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates.
Prerequisite: Chem 254.
3 Lect Hrs
3 Credits

Interd 358 Introduction to Biochemistry
Mr Laufer, Mr Lipke
Structure, chemistry and metabolism of nucleic acids, lipids, proteins and carbohydrates. Laboratory provides experimental training in preparation, analysis and characterization of natural products.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr
5 Credits

Chem 361 Analytical Instrumentation
Principles and use of instrumental methods in analysis.
Prerequisite: Chem 341 and 369.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem 369 Chemical Structure
Staff
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. Laboratory work illustrates lecture principles and provides practice in application of various spectroscopic techniques.
Prerequisite: Chem C104 and 198, Math 141, Phys C114 and one physics laboratory.
3 Lect Hrs
4 Credits

Chem 370 Inorganic Chemistry
Staff
Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
Prerequisite: Chem 369.
3 Lect Hrs, 3 Lab Hrs
4 Credits

Chem 379 Chemical Structure Lab
Staff
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work.
Prerequisite: Chem 369.
3 Lab Hrs, 1 Disc Hr
2 Credits

Chem 478 Readings in Chemistry
Staff
Topics vary depending on instructor.
Hrs by arrangement
1-4 Credits

Chem 479 Readings in Chemistry
Staff
Topics vary depending on instructor.
Hrs by arrangement
1-4 Credits

Chem 481 Advanced Laboratory in Chemistry I
Staff
Special laboratory topics under individual guidance by faculty member.
Prerequisite: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 482 Advanced Laboratory in Chemistry II
Staff
Special laboratory topics under individual guidance by faculty member.
Prerequisite: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 491 Senior Thesis in Chemistry I
Staff
Original investigation by the student under the guidance of a faculty advisor. An oral resume before the Chemistry staff is required.
Prerequisite: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 492 Senior Thesis in Chemistry II
Staff
Original investigation by the student under the guidance of a faculty advisor. An oral resume before the Chemistry staff is required.
Prerequisite: Chem 254 or 256 and any two of the following: Chem 341, 342, 369, 370.
12 Lab Hrs
4 Credits

Chem 601 Chemical Dynamics I
Staff
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 602 Chemical Dynamics II
Staff
Three or four selected topics of interest to students and staff involved. Typical subjects—molecular transport processes and the kinetic theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 611 Chemical Structure I
Staff
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chinese Studies Courses

Chemistry

Chem 612 Chemical Structure II
Staff
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 615 Topics in Physical Chemistry
Staff
Topical discussions, each based on elementary principles studied in Chem C103-C104 and progressing toward recent developments in the field.
Prerequisite: Chem 341 and 369.
3 Lect Hrs
3 Credits

Chem 621 Chemical Synthesis I
Staff
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 622 Chemical Synthesis II
Staff
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 653 Introduction to Polymer Chemistry
Staff
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerization reactions and their mechanisms. Why and how polymers are tailor-made will be exemplified. Polymer chemistry as an interdisciplinary and a unique area of chemical science will be stressed.
Prerequisite: Chem 254 and 341 or equivalent.
3 Lect Hrs
3 Credits

Chem 658 Medicinal Chemistry
Staff
This graduate and upper level professional course presents principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous systems; b) acting on the cardiovascular, hematopoietic, and renal systems; and c) acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the *United States Pharmacopeia* and the *National Formulary*. Syntheses of important compounds in the various categories are presented.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs
3 Credits

Chem 670 Topics in Inorganic Chemistry
Staff
Discussion of selected topics in Inorganic Chemistry.
Prerequisite: Chem 370.
3 Lect Hrs
3 Credits

Chinese

Faculty

Associate Professor Isabelle Mao

Chin C101 Elementary Chinese I
Ms Mao
Introduction to modern Mandarin. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Chinese.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Chin C102 Elementary Chinese II
Ms Mao
A continuation of Chin C101.
Prerequisite: Chin C101 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Chin C201 Intermediate Chinese I
Ms Mao
Continuation of Chin C102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate level readings in modern Chinese.
Prerequisite: Chin C102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Chin C202 Intermediate Chinese II
Ms Mao
Continuation of Chin C201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chin C201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Chin 251 Modern Chinese Literature in Translation
Ms Mao
Study of masterpieces, literary theories and authors in modern Chinese literature. The course covers the period beginning with the literary revolution (1917) and up to the present time. Authors under study are: Lu Hsun, Lao She, Pa Chin, Mao Tun, Hao Ran and others. Readings in English. No knowledge of Chinese required.
3 Lect Hrs
4 Credits

Chin 253 Classic Chinese Novel Translation
Ms Mao
Study of masterpieces in the classic Chinese novel of Ming and Ching periods (13th-19th centuries). Some titles are: *The Romance of the Three Kingdoms, Golden Lotus, The Scholars, The Dream of the Red Chamber*. Readings in English. No knowledge of Chinese required.
3 Lect Hrs
4 Credits

Chin 478 Independent Study
Ms Mao
This course is open to students who are adequately equipped and wish to study Chinese above the Chin C202 level (intermediate). Reading material in Chinese suited to the student's level will be assigned for study. At least one meeting per week with the instructor is required for the student to make an oral report in Chinese on the contents of materials studied and to be helped in areas where he or she has encountered difficulties. A mid-term and a final will be given to test the student's accomplishment.
Prerequisite: Chin C202 and permission of instructor.
Hrs by arrangement
3 Credits

Department of Classics

Faculty

Frank J Nisetich, Associate Professor and Chairperson; Professors George Koniaris, R Joseph Schork; Associate Professor Emily A McDermott; Assistant Professor Kevin Whitfield; Lecturer Gerald J Sullivan

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects— linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the Classics, with emphasis on mastery of the Greek and Latin languages. Three of the department's four majors require upper-division study of the great works of Greece and Rome in the original; the fourth major, Classical Studies, provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation.
Note: Courses labeled Classics (Clscs 281, etc.) require no knowledge of Greek or Latin. Courses in the original language are labeled accordingly (Lat 101, 102, Grk 211, etc.).

Requirements

Greek Major

1. Greek 222 and at least four (4) three-credit courses in Greek at the 300+ level, including Grk 310 (Epic Poetry).
2. Either Clscs 281-282 or Hist 301-302 or any other two Classics courses with departmental approval.
3. Either two semesters of college Latin at the appropriate level or two additional Greek courses at the 300+ level.

Latin Major

1. Latin 222 and at least four (4) three-credit courses in Latin at the 300+ level, including Lat 310, (Virgil).
2. Either Clscs 281-282 or Hist 301-302 or any other two Classics courses with departmental approval.
3. Either two semesters of college Greek at the appropriate level or two additional Latin courses at the 300+ level.

Greek-Latin Major

1. Greek 222 and Latin 222.
2. At least five (5) three-credit Greek or Latin courses at the 300+ level: three in one language, two in the other.
3. Either Clscs 281-282 or Hist 301-302 or any other two Classics courses with departmental approval.

Classical Studies Major

1. Two semesters of Latin or Greek.
2. Clscs 161 (English Lexicon).
3. Clscs 281-282 or Hist 301-302.
4. Clscs 295 (Senior Seminar).
5. Three (3) other Classics courses (one may be allied).

Honors

Departmental Honors candidates must have an overall average of 3.0 and a departmental average of 3.5. The program consists of two semesters of work undertaken in the candidates' senior year and culminating in a Senior Honors Thesis (Clscs 490-491, Grk 490-491, or Lat 490-491).

Transfer Credit Policy

All courses in Latin and Greek at the 100-200 level at post-secondary institutions are transferable; Latin and Greek courses at the 300-level are transferable with departmental permission.

All courses in Classics (not given in the original language) at post-secondary institutions are transferable; courses of this type that have no exact equivalent at UMass/Boston are transferable with departmental permission.

Overseas Programs

Information about overseas programs in Greece or Italy can be obtained from the Chairperson.

Clscs C171 The Greeks
Staff
Selected masterpieces of Greek literature (Homer, the tragedians, Plato, Aristophanes) are read in modern English translation. Background lectures and discussions emphasize characteristic values of ancient Greek civilization. Instruction and practice in effective writing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Clscs C172 The Romans
Staff
Selected masterpieces of Roman literature (Virgil, Plautus, Cicero, Horace, Livy) are read in modern English translation. Background lectures and discussions emphasize characteristic Roman values. Instruction and practice in effective writing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Clscs C271 Paganism and Christianity
Staff
Examination of selected parallel documents, customs, and artifacts from the ancient Greco-Roman and Judeo-Christian world. Lectures and discussions stress form and expression, not "message." Music and art important. Practice in effective writing.
Prerequisite: Sophomore standing.
Core Area: Arts.
3 Lect Hrs
4 Credits

Clscs 161 The English Lexicon
Staff
The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Suggested as an aid to basic skills development and to general language awareness.
3 Lect Hrs
4 Credits

Classics

Clsics 281 Greek and Roman Civilization I
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Homer, The Tragedians (Aeschylus, Sophocles, Euripides) Aristophanes, Plato (Greece). Introduction to archaeological and artistic materials. This course and Clsics 282 initiate the suggested sequence of classics "in translation" courses (283-287).
3 Lect Hrs
4 Credits

Clsics 282 Greek and Roman Civilization II
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archaeological and artistic materials. This course and Clsics 281 initiate the suggested sequence of classics "in translation" courses.
3 Lect Hrs
4 Credits

Clsics 283 Greek and Roman Epic
Staff
The *Iliad* and *Odyssey* of Homer, the *Aeneid* of Virgil; intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
3 Lect Hrs
4 Credits

Clsics 284 Greek and Roman Religion and Myth
Staff
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity; worship and ritual practices. Both primary (ancient authors) and secondary modern sources will be used. This course is suggested as a follow-up to Clsics 281-282.
3 Lect Hrs
4 Credits

Clsics 285 Greek and Roman Tragedy
Staff
A survey of the monumental dramatic production of fifth century Athens including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theatre conventions; influence on Rome and tragedies of Seneca.
3 Lect Hrs
4 Credits

Clsics 286 Greek and Roman Comedy
Staff
The origins of Western comedy through a reading of selected works (Aristophanes and Menander—Greece; Plautus and Terence—Rome).
3 Lect Hrs
4 Credits

Clsics 287 Women in Greek and Roman Literature: Reflections of a Divided Society
Staff
Readings in English translation of works of Greek and Roman literature dealing with women and their place in society.
Prerequisite: Sophomore standing.
3 Lect Hrs
4 Credits

Clsics 388 Literary Criticism in Antiquity
Staff
Readings in English translation of works of Greek and Roman literature dealing with criticism.
Prerequisite: Sophomore standing and permission of instructor.
3 Lect Hrs
4 Credits

Clsics 391 Greek and Roman Historiography
Staff
Major Greek/Roman historians. Consideration of development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisite: Sophomore standing and permission of instructor.
3 Lect Hrs
4 Credits

Clsics 392 Rhetoric: The Art of Persuasion
Staff
Examines great speeches from antiquity to the present by using the models, techniques, and standards of public speaking as developed in ancient Athens and Rome.
Prerequisite: Sophomore standing and permission of instructor.
3 Lect Hrs
4 Credits

Clsics 395 Ancient Lyric Poetry
Staff
The poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; historical, religious, social and political background of ancient lyric poetry.
Prerequisite: Sophomore standing and permission of instructor.
3 Lect Hrs
4 Credits

Clsics 478 Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairperson.
Hrs by arrangement
3 Credits

Clsics 479 Independent Study
Staff
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairperson.
Hrs by arrangement
3 Credits

Clsics 490 Honors Program
Staff
Extensive reading in one broad segment of classical literature culminating in a written examination.
Prerequisite: 3.5 major average, 3.0 overall average, senior standing, permission of instructor.
Wkly Conf
3 Credits

Clsics 499 Honors Thesis
Staff
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Clsics 586 Curriculum and Methods Student Teaching — Classics
Staff
The issues, principles and methods of secondary school teaching of Latin. Supervision and critique of practice teaching.
Prerequisite: 6 Hrs education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching)
9 Credits

Grk C101 Elementary Greek I
Staff
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek C102 (Fall).
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Classics

Grk C102 Elementary Greek II
Staff
A continuation of Greek C101. Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook. (Spring).
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Grk C113 Accelerated Greek
Staff
Equivalent of Greek C101/102 in one semester.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Grk C211 Intermediate Greek
Staff
Review of basic principles and introductory reading of prose authors: Plato, Lysias. (Fall).
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Grk C222 Homer
Staff
Introductory reading in the *Iliad* or *Odyssey*; continuation of Greek C211; credit may be applied toward any departmental major (Spring).
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Grk 301 Attic Orators
Staff
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
3 Lect Hrs
3 Credits

Grk 302 Plato
Staff
Readings in selected dialogues; background and scholarship.
3 Lect Hrs
3 Credits

Grk 303 Aeschylus
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 304 Sophocles
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 305 Euripides
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 306 Aristophanes
Staff
Reading of selected comedies; background and scholarship.
3 Lect Hrs
3 Credits

Grk 307 Herodotus
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs
3 Credits

Grk 308 Thucydides
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs
3 Credits

Grk 309 Lyric Poetry
Staff
Selections from lyric and elegaic poets; background and scholarship.
3 Lect Hrs
3 Credits

Grk 310 Epic Poetry
Staff
Advanced reading of Homer's *Iliad* and/or *Odyssey*; background and scholarship. Required for departmental major in Greek and combined major in Greek/Latin.
3 Lect Hrs
3 Credits

Grk 311 Prose Composition
Staff
Advanced exercises in Greek grammar, syntax, and vocabulary; composition in Greek based on ancient models. Suggested for departmental majors.
3 Lect Hrs
3 Credits

Grk 478 Independent Study
Staff
Directed projects in Greek language and literature.
Hrs by arrangement
1-3 Credits

Grk 479 Independent Study
Staff
Directed projects in Greek language and literature.
Hrs by arrangement.
1-3 Credits

Grk 490 Honors
Staff
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Grk 491 Honors
Staff
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Lat C101 Fundamentals of Latin II
Staff
Designed to complete a standard basic textbook with Latin C102. (Fall)
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Lat C102 Fundamentals of Latin II
Staff
Continuation of Latin C101. (Spring)
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Lat C113 Intensive Latin
Staff
Accelerated elementary Latin for students with previous language background; fundamentals in one semester.
Prerequisite: Previous language background.
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Lat C211 Intermediate Latin
Staff
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify. (Fall)
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Lat C222 Ovid — Metamorphosis
Staff
Continuation of Latin C211. Credit may be applied to major. (Spring)
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Lat 301 Cicero
Staff
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
3 Lect Hrs
3 Credits

Lat 302 Caesar
Staff
Reading in the works of Caesar; background and scholarship.
3 Lect Hrs
3 Credits

Lat 303 Roman Comedy
Staff
Reading in the plays of Plautus and Terence; background and scholarship.
3 Lect Hrs
3 Credits

Classics

Lat 304 Catullus
Staff
Reading in the poems of Catullus; background and scholarship.
3 Lect Hrs
3 Credits

Lat 305 Roman Elegy
Staff
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
3 Lect Hrs
3 Credits

Lat 306 Tacitus
Staff
Reading in the historical works of Tacitus; background and scholarship.
3 Lect Hrs
3 Credits

Lat 307 Sallust
Staff
Reading in the historical works of Sallust; background and scholarship.
3 Lect Hrs
3 Credits

Lat 308 Livy
Staff
Reading in the historical works of Livy; background and scholarship.
3 Lect Hrs
3 Credits

Lat 309 Lucretius
Staff
Reading "On the Nature of Things"; background and scholarship.
3 Lect Hrs
3 Credits

Lat 310 Virgil
Staff
Reading in the works of Virgil with primary emphasis on the Aeneid; background and scholarship. Required for Latin majors, and for combined Greek/Latin majors.
3 Lect Hrs
3 Credits

Lat 311 Petronius
Staff
Reading in the Satyricon; background and scholarship.
3 Lect Hrs
3 Credits

Lat 312 Horace
Staff
Reading in the works of Horace; background and scholarship.
3 Lect Hrs
3 Credits

Lat 313 Juvenal
Staff
Reading in the satires of Juvenal; background and scholarship.
3 Lect Hrs
3 Credits

Lat 314 Prose Composition
Staff
Advanced exercises in Latin grammar, syntax, and vocabulary; composition in Latin based on ancient models. Suggested for departmental majors.
3 Lect Hrs
3 Credits

Lat 478 Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement
1-3 Credits

Lat 479 Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement
1-3 Credits

Lat 490 Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Lat 491 Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement
1-3 Credits

Computer Science Certificate Programs

Faculty

Kenneth Newman, Associate Professor and Director; Professor Stephen Parrott; Associate Professors George Lukas, Joan Lukas, Robert Morris, Elizabeth O'Neil; Assistant Professors Michael Tomlinson, Dennis Wortman

The Programs

The Department of Mathematical Sciences offers two certificates in computer science, one equivalent to the major and the other equivalent to a minor.

Major Certificate

The Major Certificate in Computer Science will be granted to non-degree-seeking students who satisfy all of the departmental requirements of the major in computer science. The aim of the program is to train people (who may already have a bachelor's degree in another field) to work in research and development in the high-technology computer industry in Massachusetts. There is a great demand for talented people in this area at present and for the forseeable future. Depending on the previous experience of the student, completing the major certificate may take up to three years of study because of the prerequisite structure. Note that the listed mathematics requirements begin with calculus, while many students may first need a review of high school algebra or trigonometry.

Minor Certificate

The Minor Certificate in Computer Science is for those students who are mainly interested in computer applications. The minor will be granted to degree-seeking students who are majoring in other fields as well as to non-degree-seeking students.

Requirements

Note: Students must take the Mathematical Sciences Department Placement exam before they can register for C140, C137, or any course below C137.

The minimal requirements for the Major Certificate are the following:

Mathematics: Math C140, C141, either 150 or 260, 330, and one elective from among Math 345, 360, 425, 458, 472, 645, or 670.

Computer Science: Math C137, C138, 250, 267, 301, and two electives from among Math 342, 368, 374*, 380*, 386*, 387*, 410, 478, 640 or 642.

Physics: Phys 374

Computer Science

At present, the elementary courses are offered every semester (day and night), but the more advanced courses are offered less frequently. All of the courses required for the Major Certificate are offered at least once a year during the day, but the advanced courses are not yet offered at night. Those elective courses marked with an asterisk have not yet been scheduled.

Requirements for degree- and non-degree-seeking students for the Minor Certificate are as follows:

Math C137, Math C138, Math C140, Math 301 (all four), Phys 374, Math 267, Math 250 (choose two), Applications (choose one)*

*Courses are taught in other departments in computer applications to other disciplines. A list of approved courses will be kept in the office of the Department of Mathematical Sciences. Requests to add courses to this list can be initiated by faculty in any department or by a student. The following list is included to indicate the level of such applications courses: *System Simulation* (Mgt 423), *Introduction to Management Information Systems* (Mgt 423), *Advanced Programming Applications* (Mgt 429), and Math XXX (any computer course numbered above Math 301). Students must, of course, satisfy the usual prerequisites of such courses.

All the mathematics courses required for the minor are offered at least once a year day and night. The physics and applications courses are offered only during the day.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Computer Science Information," which is available from the department.

Technical Writing (Computer Science) Certificate Program

Director

Assistant Professor Neal Bruss

The Program

The responsibility of technical writers is to translate scientific research into clear, correct, unambiguous English. Computer manufacturers in metropolitan Boston are hiring many college graduates simply to write manuals on how to use their programming languages and hardware. The Certificate Program in Technical Writing (Computer Science) prepares students for these careers by linking the English department's offerings in expository writing with the Mathematics department's Minor Certificate Program in Computer Science and an internship in the industry.

Requirements

Admission

To be eligible to apply for the program, students must be working toward the BA or BS degree in any department* and must have passed the CAS Writing Proficiency Examination. Students who apply are asked to do the following: submit two five-page essays from college courses, take an exam on English grammar and spelling, write a short, impromptu essay, and, later, revise that essay, making use of the comments of faculty readers. The readers will decide whether to admit students to the program unconditionally, admit students on the condition that they remedy writing weaknesses before the internship, or deny admission because of the severity of their writing problems. Students who are admitted conditionally are advised on means for improving their writing. The level of writing needed for the program is "professional" in quality, higher than that required by the CAS Writing Proficiency Examination.

*During 1981-1982, this program may be opened to non-degree-seeking students. Please consult the director for further information.

Courses

Students admitted to the program are required to take Eng 306 (Advanced Composition) and the first six courses in the Computer Science Minor Certificate Program: Math C137, C138, C140 and 301, and any two of Physics 374, Math 250 or Math 267. When the student is close to completing this requirement, he or she will be offered an internship at a computer firm, which will give three hours of pass/fail credit for at least ten hours of weekly work on the job and an on-campus seminar once every other week. In the internship, students will work on actual technical writing assignments, and will be supervised in the same manner as new employees. The internship will allow students to adapt their training in writing and computer science to the conditions of a job: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Information

For further information, students should consult the English department.

Creative Writing Certificate Program

Faculty

Martha Collins, Associate Professor and Director

The Program

The Certificate Program in Creative Writing is designed for degree- and non-degree-seeking students with special interests in writing poems, stories and novels and/or plays. The program can be taken independently or in conjunction with other degree programs. It can be completed comfortably in four or six semesters.

Requirements and Recommendations

Admission

Although Creative Writing courses are open to all students (subject, in most cases, to permission of the instructor), the program is designed for those students with special interests in writing. Students seeking further information should consult with the Program Director.

Courses

A. Four semesters of Creative Writing courses, chosen from the following list, must be taken. (One of these must be Engl 461, Creative Writing Workshop.)

   Engl 210 (Introduction to Creative Writing)
   Engl 300 (Creative Writing: Tutorial)
   Engl 301 (Creative Writing: Poetry)
   Engl 302 (Creative Writing: Fiction)
   Engl 461 (Creative Writing Workshop)
   Thr Art 250 (Introduction to Playwriting)
   Thr Art 251 (Playwriting I)
   Thr Art 351 (Playwriting II)
   Thr Art 275 (Screen and TV Writing)

   Students are advised to take Engl 210 as sophomores, or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and *Engl 300, 301, 302, and 461, and Thr Art 251 may be repeated for credit.*

   Several sections of Engl 210 are offered each semester; the other courses are offered once or twice a year. At least one section of Engl 210 and one advanced course are usually offered in the Extended Day Program.

   Students wishing to take more than one Creative Writing course per semester must receive permission from the instructors involved.

B. Three additional literature courses are required. At least two must be genre courses or major author courses, and at least one must be an upper-level course.

   These courses should, generally, be English courses; but relevant theatre arts and literature-in-translation courses may be allowed, in certain cases, with permission of the Director of Creative Writing.

   Note: Students majoring in English may count English courses toward both the major and the creative writing program.

Final Review

A portfolio of course work must be reviewed and approved by the Director of Creative Writing in consultation with members of the Creative Writing Group.

Transfer Credit Policy

With the permission of the Director, two courses in creative writing taken at another university or two courses' worth of credit for practical experience in creative writing may be applied toward the certificate.

Information

For further information students should contact the Office of Creative Writing.

East Asian Studies Concentration

Faculty

T Scott Miyakawa, Professor and Director

The Program

The civilizations of China, Japan, Vietnam and Korea are worthy of study because they are at the same time an important part of the social and intellectual experience of the human race and particularly relevant to today's American students and citizens. Their saliency in world affairs grows daily more important, and it is appropriate that UMass/Boston offers some specialized instruction in this field.

It is not intended that students who choose to add a concentration in East Asian studies to work in their major discipline necessarily be preparing themselves for post-graduate work or study in the area. Courses offered through the program aim also at general intellectual advancement and satisfaction of personal educational goals.

Courses are at present offered chiefly in the areas of language and literature (Chinese and Japanese), history, politics and sociology, with courses in other disciplines occasionally available.

Concentrators may be majors in any department, but these courses would probably be most relevant to students of literature, history, and the social sciences.

Requirements and Recommendations

Admission

Normally sophomores, juniors, and seniors will be admitted to the program. Prospective concentrators are required to have knowledge of Mandarin, Cantonese, Japanese, Korean, or Vietnamese, or to make a firm commitment to acquire that knowledge; language study is an important part of the program. Those interested in East Asian studies should plan to take Asian Studies 300 (Great Issues in East Asian Studies) and begin language study as soon as possible. They must consult with the Director concerning their qualifications and the development of an individual program of study.

Courses

Concentrators must take Asian Studies 300, four language courses, and two additional courses relevant to East Asia. Partial waivers of the language requirement may be granted by the Director, on the basis of interviewing and/or testing, to students with adequate existing levels of skill.

Transfer Credit Policy

Partial waivers of language and other requirements may be granted by the Director to certain transfer students.

Courses Relevant to the Concentration

Art 260 (Japanese Graphics)
Asian Studies C150 (Introduction to East Asia: China)
Asian Studies C151 (Introduction to East Asia: Japan)
Asian Studies 300 (Great Issues in East Asian Studies)
Asian Studies 478 (Independent Study)
Chin 101 (Introductory Chinese I)
Chin 102 (Introductory Chinese II)
Chin 201 (Intermediate Chinese I)
Chin 202 (Intermediate Chinese II)
Chin 251 (Modern Literature in Translation)
Chin 253 (Classic Chinese Novel in Translation)
Chin 478 (Independent Study)
Econ 272* (Comparative Economic Systems)
Hist 165 (East Asian Civilization I)
Hist 166 (East Asian Civilization II)
Hist 123* (Revolutions in the Modern World)
Hist 124* (Revolutions in the Modern World II)
Hist 242* (Modernization of Mid-East and Japan)
Hist 248 (Modern Japan)
Hist 250 (Modern Vietnam)
Hist 367 (Chinese History I)
Hist 368 (Chinese History II)
Hist 480C (Oral History of Vietnam)
Japanese 101 (Introductory Japanese I)
Japanese 102 (Introductory Japanese II)
Japanese 201 (Intermediate Japanese I)
Japanese 202 (Intermediate Japanese II)
Japanese 250 (Modern Japanese Literature in Translation)
Japanese 252 (Traditional Japanese Literature in Translation)
Japanese 478 (Independent Study)
Phil 297 (Oriental Philosophy)
Pol Sci 200* (Comparative Politics)
Pol Sci 355* (Comparative Rural Politics)
Pol Sci 387* (Government and Politics of China)
Pol Sci 388 (Southeast Asian Revolutions)
Rel Std 232 (Religions of the Far East)
Rel Std 237 (Religion and Modernization in Asia)
Sociol 220 (Survey of Asian Societies)
Sociol 221* (Asian Minorities in America)
Sociol 480A (Law and Politics in China)
*Not area-oriented but with Asian relevance

Asian Studies C150 Introduction to East Asia: China
Staff
Basic background on ecology, society, history, and culture of East Asia with particular focus on China. Open to all students. Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Asian Studies C151 Introduction to East Asia: Japan
Staff
Basic background on ecology, society, history, and culture of East Asia with particular focus on Japan. Open to all students. Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Asian Studies 300 Great Issues in East Asian Studies
Staff
Major problems confronting East Asia, such as modernization, socialism, women's roles, law and justice, international relations, and changes in the artistic traditions.
3 Lect Hrs
3 Credits

Asian Studies 478 Independent Study
Staff
For those with special interest in a project dealing with East Asia.
3 Credits

Department of Economics

Faculty

Salvatore Schiavo-Campo, Professor and Chairperson; Professor Harold Wolozin; Associate Professors Louis Esposito, Monique Garrity, Arthur MacEwan, Raymond Torto; Assistant Professors James Campen, Elaine Donovan, David Ellerman, Louis Ferleger, Mary H Stevenson

The Department

The goals of the Economics Department are: to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and to improve understanding of economic phenomena among students who are not economics majors so as to enhance their ability to comprehend the problems of a complex modern society. The department participates in appropriate College and University programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take Econ C101 or 101, Econ C102 or 102, Econ 155, Econ 201, Econ 202, and five additional economics courses. Of these five, two must be designated as "alternative" courses. These are courses which expose students to modes of analysis other than the traditional neoclassical/Keynesian approach. They are designated in the catalog by asterisks. By permission of the department one course in a related discipline may be substituted for a department course.

Honors

Senior economics majors who have at least a 3.0 grade point average both overall and in their major can, with the approval of the department in the spring semester of their senior year, write an honors thesis under the direct supervision of a member of the department. The awarding of honors will be determined by the thesis advisor and a second reader. See the Econ 490 course description for details.

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions. See the Course Equivalency Guide for details.

Econ C101 Introductory Economics I
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis will vary from section to section and may include: industrial organization, income distribution, international trade, economics of the environment and other topics. (May be taken after Econ C102.)
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Econ C102 Introductory Economics II
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on examining the overall functioning of the economy and dealing with such matters as unemployment, inflation and recession. Other areas of emphasis will vary from section to section and may include: economics of government spending and taxation, economic development, alternative economic systems and other topics. (May be taken before Econ C101.)
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Econ C125 Introduction to Marxist Analysis
Staff
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts will run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Econ C213 Urban Economics
Staff
An economic analysis of urban areas and urban problems. Provides an economic explanation of the growth of cities and metropolitan areas together with an understanding of the forces that determine the location, form, and economic structure of cities. A number of contemporary problems are studied in depth. A political-economic analysis is applied to such problems as the property tax, housing and urban renewal, poverty, crime and transportation.
Prerequisite: Econ C101 or 101, and C102 or 102.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Econ C243 The Political Economy of Black America*
Staff
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.

Economics

Prerequisite: Econ C101 or 101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
3 Credits

Econ 101 Introductory Economics I
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis will vary from section to section and may include: industrial organization, income distribution, international trade, economics of the environment and other topics. (May be taken after Econ 102.)
3 Lect Hrs
4 Credits

Econ 102 Introductory Economics II
Staff
A broad introductory survey in which attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on examining the overall functioning of the economy and dealing with such matters as unemployment, inflation and recession. Other areas of emphasis will vary from section to section and may include: economics of government spending and taxation, economic development, alternative economic systems and other topics. (May be taken before Econ 101.)
3 Lect Hrs
4 Credits

Econ 125 Introduction to Marxist Analysis*
Staff
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts will run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
3 Lect Hrs
4 Credits

Econ 155 Statistical Methods
Staff
A non-calculus introduction to statistical inference. Primary objective is to familiarize the students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. The first half of the course covers probability including common distributions. Second half studies hypothesis testing including T-Tests, goodness of fit, contingency tables, analysis of variance, regression, and correlation.
Prerequisite: Placement into Math 110 or equivalent.
3 Lect Hrs
4 Credits

Econ 201 Economic Theory I, Microeconomics
Staff
Analysis of consumer behavior, the theory of production equilibrium of the firm and the industry, market structures and the pricing of factors of production.
Prerequisite: Econ C101 or 101.
3 Lect Hrs
3 Credits

Econ 202 Economic Theory II, Macroeconomics
Staff
Analysis of the forces determining the level and structure of gross national output, and those government policies which attempt to affect economic activities in the United States.
Prerequisite: Econ C101 or 101, and C102 or 102.
3 Lect Hrs
3 Credits

Econ 208 History of Economic Thought*
Staff
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats and classical political economy through Marx, the German historical school, the marginalist school, institutional economics, Keynesian and post-Keynesian thought.
Prerequisite: Econ C101 or 101, and C102 or 102.
3 Lect Hrs
3 Credits

Econ 213 Urban Economics
Staff
An economic analysis of urban areas and urban problems. Provides an economic explanation of the growth of cities and metropolitan areas together with an understanding of the forces that determine the location, form, and economic structure of cities. A number of contemporary problems are studied in depth. A political-economic analysis is applied to such problems as the property tax, housing and urban renewal, poverty, crime and transportation.
Prerequisite: Econ C101 or 101, and C102 or 102.
3 Lect Hrs
3 Credits

Econ 215 The Political Economy of New England
Staff
An examination of the historical origins, present nature, and outstanding problems our regional economy, with particular emphasis on Massachusetts. Such topics as: historical trends in New England's economic structure; causes and consequences of business investment and location; workers and jobs; the political economy of taxes and government spending; state and regional economic policy making; and a critical examination of alternative strategies for economic development.
Prerequisite: Econ C101 or 101 or C102 or 102 or permission of instructor.
3 Lect Hrs
3 Credits

Econ 225 American Economic History*
Staff
This is a course in the economic history of the United States. It begins with a study of the colonial period to make clear the economic basis of the Revolutionary War. The course will then cover the industrial revolution in the United States and the economic basis for slavery and the Civil War. The course will then cover such 20th century issues as the broad-scale conflict between capital and labor during and after WWI, the weakness of the US economy during the 1920's, and the Great Depression.
Prerequisite: Econ C101 or 101, C102 or 102.
3 Lect Hrs
3 Credits

Economics

Econ 235 International Economics
Staff
The theory of international trade; theory and practice of commercial policy; international finance: the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisite: Econ C101 or 101 and C102 or 102.
3 Lect Hrs
3 Credits

Econ 236 Economic Development*
Staff
The economic meaning of underdevelopment, evaluation of alternative "strategies" for economic growth, the role played by different kinds of resources, interaction of the problems of the underdeveloped countries of Africa, Asia, and Latin America with the policies of the developed countries.
Prerequisite: Econ C101 or 101 and C102 or 102.
3 Lect Hrs
3 Credits

Econ 237 The African Economy
Staff
Comparative analysis of the economic characteristics and problems of sub-Saharan African countries.
Prerequisite: Econ C102 or 102.
3 Lect Hrs
3 Credits

Econ 239 The Latin American Economy
Staff
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: Econ C102 or 102.
3 Lect Hrs
3 Credits

Econ 243 The Political Economy of Black America*
Staff
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.
Prerequisite: Econ C101 or 101.
3 Lect Hrs
3 Credits

Econ 245 Energy
Staff
This course will examine elements of the energy crisis, energy supply, energy demands, and some legal and policy issues. It will include a discussion of regulatory and market alternatives, employment impact of energy policies, exhaustible resources, non-mineral energy sources, environmental externalities, international implications, and other topics.
Prerequisite: Econ C101 or 101, C102 or 102.
3 Lect Hrs
3 Credits

Econ 249 The Political Economy of Environmental Control
Staff
An introductory survey of the impact and challenge of environmental disruption upon the environment and the quality of life in our society. The sources, measurement, and control of pollution as a problem in private and social planning. A transdisciplinary approach including legal, social, political and psychological factors.
Prerequisite: Econ C101 or 101 and C102 or 102.
3 Lect Hrs
3 Credits

Econ 250 The Economics of Aging and Retirement
Staff
This course will concentrate on the economic problems and implications of an aging society. It will address the interface between economics and the other disciplines also concerned with the problems, i.e., sociology, psychology, political science, the law, management, etc. It will encompass such topics as: the economic status of the elderly; health and welfare problems; retirement and pensions; fiscal and macroeconomic implications and problems; alternative occupations, etc.
Prerequisite: Econ C101 or 101 and C102 or 102.
3 Lect Hrs
3 Credits

Econ 251 Economic Philosophy*
Staff
A transdisciplinary seminar on the image of man in economics compared to the image of man as seen by other disciplines such as philosophy (including existentialism), anthropology, sociology, psychology, psychoanalysis, etc.
Prerequisite: Econ C101 or 101 or permission of instructor.
3 Lect Hrs
3 Credits

Econ 272 Comparative Economic Systems*
Staff
The course examines various economic systems with the purpose of gaining a better understanding of economic relationships through understanding alternative means of organization. Economies of such countries as the USSR, China, Cuba, and Yugoslavia are analyzed and compared with the economies of capitalist nations, especially the U.S. Issues of concern include: market and non-market mechanisms of allocation and distribution, workers control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisite: Econ C101 or 101 and C102 or 102.
3 Lect Hrs
3 Credits

Econ 280 The Economics of Health Care
Staff
This course is primarily concerned with analyzing the health care delivery system in the United States. Among the topics covered will be the economic, social, and demographic factors determining the demand for health care, the supply of various kinds of health manpower, the financing of health care services and its impact on hospitals, and alternative systems of health care delivery.
Prerequisite: Econ C101 or 101; C102 or 102 recommended.
3 Lect Hrs
3 Credits

Econ 281 Marxist Economic Analysis*
Staff
An examination of Marxist theory with special emphasis on Marx's own writings (mainly the 3 volumes of *Capital*). The controversies which have surrounded the development of Marxist theory since Marx will also be studied (e.g., the falling rate of profit, the transformation problem, etc.). Marxist theory will be presented throughout as a means of understanding the problems of contemporary capitalism.
Prerequisite: Econ C101 or 101, or C102 or 102; and C125 or 125.
3 Lect Hrs
3 Credits

Econ 282 Current Issues in Marxist Economics*
Staff
A course dealing with particular current issues in Marxist theory and the application of Marxist theory to current economic problems. More than either 125 or 281, this course would vary a good deal with the interests of the particular instructor, and it might be viewed as a "topics" course.
Prerequisite: Econ C101 or 101, or C102 or 102; and C125 or 125.
3 Lect Hrs
3 Credits

Economics

Econ 291 Economics of Labor and Collective Bargaining
Staff
A brief historical overview of the American labor movement and institutions, traditional economic theories of wage determination and the impact of collective bargaining. A radical critique and alternative theories as applied to low-wage labor markets.
Prerequisite: Econ C101 or 101; C102 or 102 recommended.
3 Lect Hrs
3 Credits

Econ 294 Sex Segregated Labor Markets*
Staff
A study of women's inferior economic status, proposals for changes in public policy, and a review of theoretic and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination.
Prerequisite: Econ C101 or 101; C102 or 102 recommended.
3 Lect Hrs
3 Credits

Econ 317 Public Finance
Staff
The incidence and effects of taxation, government expenditure programs, and public debt operations of federal, state and local governments.
Prerequisite: Econ 202; or Econ 201, and C102 or 102.
3 Lect Hrs
3 Credits

Econ 318 The Economics of State and Local Governments
Staff
In developing a systematic framework for analyzing economic problems of state and local governments, this course will cover such topics as the financing of education, revenue-sharing and program budgeting.
Prerequisite: Econ 201.
3 Lect Hrs
3 Credits

Econ 330 The Economics of Money and Banking
Staff
An economic analysis of financial institutions and markets in the American economy. Institutional and economic factors in the determination of the money supply are studied, including the commercial banking system, the Federal Reserve system, and the money and capital markets. Concentration on the theory and evidence concerning the demand and supply of money and its effects on the American economy. The debate between the monetarists and the fiscalists, and current monetary issues.
Prerequisite: Econ 202.
3 Lect Hrs
3 Credits

Econ 332 Industrial Organization
Staff
A theoretical framework for the analysis and evaluation of the performance of American industry, examination of a group of American industries to illustrate usefulness of economic theory in explaining price and output policy, analysis of anti-trust activities as a public policy designed to promote better market performance.
Prerequisite: Econ 201.
3 Lect Hrs
3 Credits

Econ 335 The Multi-National Corporation*
Staff
Impact of the multinational corporation on the economic and social structures of the less developed countries. Topics will include theories of direct foreign investment, nature of host country-foreign firm conflicts, issues in labor relations, impact on economic integration and policy alternatives of the less developed countries. Research project and report required.
Prerequisite: Econ C101 or 101, and 235 or 236.
3 Lect Hrs
3 Credits

Econ 351 Mathematical Economics
Staff
Static and dynamic models of economic behavior will be formulated.
Prerequisite: Math 140, Econ C102 or 102, and 201.
3 Lect Hrs
3 Credits

Econ 352 Econometrics
Staff
The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships.
Prerequisite: Econ C101 or 101 or C102 or 102 and Econ 155.
3 Lect Hrs
3 Credits

Econ 353 Advanced Macroeconomics
Staff
Theoretical and applied analysis in macroeconomics.
Prerequisite: Econ 202.
3 Lect Hrs
3 Credits

Econ 470 Special Topics
Staff
3 Lect Hrs
1-3 Credits

Econ 476 Internship in Economics
Staff
Carefully supervised field work in institutions in the Boston area which do research on economic issues. A written description of the research, periodic conferences with the faculty supervisor, and a final report on the field work experience are required minimally. Open to a limited number of students per semester. The department will place the student in the appropriate institution.
Prerequisite: Econ C102 or 102 and 201 and permission of instructor.
3 Lect Hrs
3 Credits

Econ 478 Independent Study
Staff
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area.
Prerequisite: Junior standing and permission of instructor.
Hrs by arrangement
3 Credits

Econ 480 Seminar
Staff
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

Econ 490 Honors Thesis
Staff
Senior economics majors who have at least a 3.0 grade point average both overall and in their major can, with the approval of the department in the spring semester of their senior year, write an honors thesis under the direct supervision of a member of the department. The thesis advisor will be chosen by the student and the nature of the research project will be agreed upon by both student and advisor. The thesis advisor and the student will then select a reader who will be available for consultation through the term of the project. Upon completion of the thesis, it will be submitted to the department chairperson who will schedule an oral resume before the Economics Department. The grade for the course and the awarding of honors will be determined by the thesis advisor and reader.
Hours by arrangement
3 Credits

Engineering Program

The Engineering Program is a cooperative program with the University of Massachusetts at Amherst that involves two years' work at each campus, leading to majors in chemical, civil, electrical, mechanical and industrial engineering.

This program makes it possible for students to live and work in the Boston area while completing at least half of the course work for a Bachelor's Degree in Engineering at UMass/Boston. Upon successful completion of this work, students are guaranteed admission to the School of Engineering at UMass/Amherst. In addition to admission to UMass/Amherst, this program provides students with several options. Some may wish to transfer to the Engineering School at Northeastern University; others may wish to pursue studies in a related field, such as physics, chemistry or mathematics, at UMass/Boston.

Engineering Majors

A student enrolled in engineering can later major in one of five areas:

Chemical Engineering

Chemical engineers work in the creation, development, design and operation of processes for bringing about chemical and certain physical changes in materials. They engage in a wide range of activities including research and development, economic and market analysis, design, construction, operation, production supervision, sales, technical service, and management.

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and bio-medical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government and engineering education.

Engineering Curriculum and Degree Requirements

While at the Boston Campus, students enrolled in the Engineering Program will follow a pattern of coursework that closely parallels the curriculum followed by students in one of the five engineering majors who begin their studies at the School of Engineering at UMass/Amherst or at Northeastern University.

Engineering Courses — Total: 3

- A required Introduction to Engineering (Engin 103) which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Math Courses — Total: 5-6

- A two-semester freshman year calculus course (Math 140-141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in FORTRAN Programming.
- An additional math elective course, usually taken in the junior year, but optional for sophomores if schedules permit.

Physics Courses — Total: 2-3

- A two-semester calculus-based course in Physics (Phys 113 and 114).
- An additional semester of physics for majors in computer engineering and electrical engineering.

Chemistry Courses — Total: 2

- A two-semester course in chemistry (Chem 103 and 104).

In addition to the specific requirements listed above in engineering, math, chemistry and physics, students will take additional coursework in English, the humanities, social sciences and physical sciences in order to meet general University requirements.

Engin 103 Introduction to Engineering
Staff
A basic introduction to the various fields of engineering. Required of all freshmen engineering majors.
3 Lect Hrs
3 Credits

Engin 200 Systems Analysis I (Electrical Engineering)
Staff
Physical characteristics and mathematical models of system elements; techniques for writing and solving system dynamic equations, with application to electronic circuits and other types of systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engin 201 Digital Systems Theory (Electrical Engineering)
Staff
An introduction to the theory of digital circuits stressing general techniques for the analysis and synthesis of combinational and sequential logic systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Department of English

Engineering

Engin 202 Statics (Mechanical Engineering)
Staff
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engin 203 Engineering Communications (Mechanical Engineering)
Staff
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs
3 Credits

Engin 211 Systems Analysis II
Staff
Concepts relating to transfer functions; digital and analog solutions of system equations, time and frequency domain analysis techniques with use of the laplace transformation.
Prerequisite: Engin 200.
3 Lect Hrs
3 Credits

Engin 212 Active Networks I
Staff
Active network theory, biasing, device modes and linear equivalent circuits; multispace feedback, tuned and power amplifiers; power supplies, regulators and active switches.
Prerequisite: Engin 200.
3 Lect Hrs
3 Credits

Engin 221 Strength of Material I
Staff
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams. Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials.
Prerequisite: Engin 202.
3 Lect Hrs
3 Credits

Engin 222 Dynamics
Staff
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion.
Prerequisite: Engin 202.
3 Lect Hrs
3 Credits

Engin 225 Thermodynamics
Staff
The laws of thermodynamics introduced and applied to various energy-transforming devices. Property relations. The science of thermodynamics; a background for further study in thermodynamic principles.
Prerequisite: Math 141 and Physics 113.
3 Lect Hrs
3 Credits

Faculty

Charles Knight, Professor and Chairperson; Professors Ann Berthoff, Joel Blair, James H Broderick, Robert A Corrigan, Mary Doyle Curran, Mary Anne Ferguson, Philip Finkelpearl, Edwin Gittleman, Robert A Greene, Francis R Hart, Seymour Katz, Emerson Marks, Irvin Stock, Taylor Stoehr; Associate Professors Donald Babcock, Charles Bowen, Martha Collins, Robert Crossley, Linda Dittmar, Kenneth Frederick, James Leland Grove, Alan Helms, Susan Horton, Richard Lyons, Monica McAlpine, Duncan Nelson, Shaun O'Connell, Ronald Schreiber, Mary Shaner, George Slover, George Smith, Joseph Tribble, Cornelia Veenendaal, Mary Helen Washington, Frederick Willey; Assistant Professors Pamela Annas, Neal Bruss, Josephine Bunselmeyer, Albert J Divver, Theodore Richer, Carole Robinson, Lois Rudnick, Pancho Savery, Penelope Shaw, Eleanor Wachs, Vivian Zamel; Lecturer Marilyn Richardson; Visiting Writer Paule Marshall.

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and non-major alike. Hundreds of UMass/Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyse human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as the richest repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as unique access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of twenty-five advanced courses gives balanced representation to these. Courses in practical and creative writing are available at three levels. Clusters of courses in language and linguistics and in the teaching of English are also available. Members of the department teach in several interdisciplinary programs, and all English faculty teach courses at all levels.

Requirements

Prerequisites

Freshman English is prerequisite for all English courses above the 100-level. For non-majors, one 200-level English course is prerequisite for all 300- and 400-level English courses. These requirements may be modified or waived for certain courses; see the following course descriptions for such changes. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

English

Major Requirements

Students majoring in English must pass a minimum of ten courses beyond the freshman level. At least six of the ten must be advanced (300- and 400-level) courses. At the sophomore level, all English majors must take the following prerequisites to advanced study:

1) Engl 200 (Practical Criticism) *or*
   Engl 201 (Five British Writers)

2) Engl 202 (Introduction to Poetry) *or*
   Engl 203 (Introduction to Drama) *or*
   Engl 204 (Introduction to Fiction)

Core versions of these courses may be substituted.

At least one of these two required sophomore-level courses must be taken before the English major begins advanced-level work. Of the advanced (300- and 400-level) courses, at least one must be chosen from each of *three* of the following distribution categories:

B) Studies in Genre and Mode
C) Studies in Language and Literary Theory
D) Advanced Readings in Literature
E) Studies in Major Authors
F) Literature in its Historical and Cultural Contexts

The distribution category for each advanced course is indicated by letter code in the course description.

English majors interested in other disciplines such as psychology, linguistics, history, or the foreign languages will be assigned advisors with similar interests to help them plan a coherent, individualized program of study.

Points of Clarification Applicable to All Majors

The following courses may count toward the major:

1) 200-level and 300-level Humanities courses, when taught by English faculty
2) 251 Theatre Arts (Playwriting)
3) American Civilization colloquia: AmCiv 301, A, B, E, F
4) One semester of Independent Study, Engl 478 or 479
5) Teacher Certification, Engl 586*
6) Engl 481-482 (Special Topics) and Engl 399-400 (Comparative Novelists)**
7) 200-level core courses in English
8) AmCiv courses taught by English faculty

*counts as two advanced-level courses
**may be taken more than once for major and/or elective credit

Honors

The department offers a two-semester Honors Program for a small number of seniors whose work in English has been outstanding. Minimal requirements for admission are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English Honors Committee from faculty members acquainted with the applicant's work. Interested students should contact the Director of the Major. (Note the descriptions of Engl 498-499 below.)

Creative Writing Concentration

Students who are *not* English majors and who wish to earn certificates in Creative Writing should refer to the section of this catalog entitled "Creative Writing Certificate Program."

The English major who pursues a certificate in creative writing must— while satisfying all English major requirements— complete at least four semester courses in creative writing, one of which must be the Creative Writing Workshop. Courses approved to date for the program include:

Engl 210 (Introduction to Creative Writing)
Engl 300 (Creative Writing: Tutorial)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
Engl 461 (Creative Writing Workshop)
Thr Art 250 (Introduction to Playwriting)
Thr Art 251 (Playwriting I)
Thr Art 351 (Playwriting II)
Thr Art 275 Screen and TV Writing

Students are advised to take Engl 210 as sophomores or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and Engl 300, 301, 302, and 461, and Thr Art 251 may be repeated for credit.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors. Certification in creative writing requires final approval by the Director(s) of Creative Writing, in consultation with members of the Creative Writing Group, based on a portfolio of work completed in creative writing courses.

Honors in English and Creative Writing

The Creative Writing Program, in conjunction with the English Department, offers a two-semester program for a small number of seniors whose in work in English and Creative Writing has been outstanding. Minimum requirements are a 3.0 cumulative average; a 3.5 in English and Creative Writing courses; the completion of at least two courses in Creative Writing; and approval by the English Department Honors Committee, in consultation with the Creative Writing faculty. Interested students should contact the Director of the Creative Writing Program. (Note the descriptions of Engl 496-497 below.)

English As A Second Language

The Program in English As a Second Language exists to serve the linguistic orientation needs of students whose first language is something other than English. The program offers entry level courses at three levels as well as courses in three skill areas (reading, speaking and grammar/composition). The program also offers sequential work in writing through the sophomore year in order to provide specialized help to non-natives who will be taking the proficiency examination. The program secondarily serves those who are interested in teaching English as a Second Language. There is a short methods course and the opportunity to tutor with supervision. Students with specific proposals can also take the English Department's independent study course and focus on some aspect of ESL. The ESL program is allied with the Linguistics Program and the Teacher Certification Program, so interested students can acquire a substantial background in ESL at UMass/Boston. ESL courses are listed with those of the English Department.

English

Special Programs

As noted in other parts of this bulletin, the English Department participates in Teacher Certification, American Civilization, Law and Justice, Women's Studies, Black Studies, Irish Studies, and Graduate Studies (MA in English).

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. Transfer students should contact the Advising Coordinator (Staff Assistant) for evaluation of previous work.

Warning: Revised Course Numbers

Many English Department courses have been re-numbered (as of the beginning of the 1980-1981 academic year). Students must take care in selecting courses; *credit will not be granted twice for the same course, regardless of changes in number.*

Engl C120 Humanistic Perspectives
Mr Bruss, Mr Savery
How persons grounded in the liberal arts understand the ordinary world — politics, leisure, technology, the future, and everyday life. In the process, the underlying values, beliefs and mental skills which make this understanding possible will reveal themselves. This course gives special attention to improving student writing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Engl C130 Introduction to the Art of Literature
Mr Bowen, Mr Helms, Mr Marks
Fiction, poetry, drama, essays — what they are and what they mean. An introduction to ways of seeing and understanding literature — its genres, its forms, its styles, its methods and meanings. We will explore the common ground between literature and the other arts, while keeping in view the crucial differences.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Engl C201 Five Major British Writers
Ms Bunselmeyer, Ms Shaner
Representative works by five of the most important writers from the 14th to the 19th century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing will be provided.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Engl C202 The Nature of Literature: Poetry
Ms Collins, Mr Smith, Mr Willey
This course offers an introduction to reading poetry and to the general area of the arts. Through various critical approaches and a philosophical inquiry into the nature of poetry the course traces the affinities of poetry with other forms of literature and with other arts. The class will read poems of various kinds, including dramatic lyrics, sonnets, ballads and satires, drawn from the classical range of English and American poetry, but without attempting to study the history of poetic forms and styles. Instruction in writing is provided for four or five short critical or interpretive papers.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Engl C203 The Nature of Literature: Drama
Mr Babcock, Mr Stock, Mr Slover
An introduction to drama and to the general area of the arts. Plays will be selected for study which exhibit the variety of ways in which dramatic actions explore aspects of common human experience and in which dramatic form shapes meaning. Attention will be paid to the manner in which performance combines literary form with elements of spectacle shared by other arts. Instruction in writing will be provided through the assignment of short papers and the discussion of written criticism of the plays studied.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Engl C204 The Nature of Literature: Fiction
Ms Dittmar, Ms Robinson, Ms Smith
An introduction to various critical approaches to the understanding and appreciation of fiction. Close reading of short stories and novels with special attention to the language and forms of fiction, as well as the writing of critical and interpretive papers. Comparison of fiction both to the visual arts (e.g., point of view, setting, imagery) and to music (e.g., prose rhythm, duration, thematic repetition, and variation). Attention to developing a sense of the milieu in which an artist works.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Engl C205 Human Identity: 19th Century
Mr Frederick, Ms Snow
Readings in literary achievements of the 19th century that concern major shifts in ideas and images of human personality, of the relation between the individual and society, between the public and the private selves, and between human nature and its new technology. Authors such as Stendhal, Dostoevsky, Hawthorne, George Eliot, Butler, Mill and Thoreau, and poets such as Blake and Tennyson, will be considered. The course will emphasize close critical reading, thoughtful discussion, and careful writing of short papers.
Core Area: Philosophical and Humanistic Studies; The Arts.
3 Lect Hrs
4 Credits

Engl C210 Introduction to Creative Writing
Ms Collins
An introduction to the arts through the medium of writing as well as reading poetry, fiction, and drama. Student writing will be submitted weekly and discussed in class.
Prerequisite: Completion of freshman writing requirement.
Core Area: The Arts.
3 Lect Hrs
4 Credits

English

Engl C230 Phases of American Cultural History before 1870
Ms Rudnick, Mr Gittleman, Mr Katz
An introduction to the area of historical and cultural studies through study of movements of periods (two or three) such as puritanism, the revolutionary era, romanticism, the civil war. The course uses literary and historical documents and visual artifacts, and gives particular attention to methods of interpreting documentary evidence in recreating a historical moment, and in locating, describing, and interpreting changes over time. Readings will include three or four major American writers, such as Bradstreet, Franklin, Emerson, Thoreau, Melville, Whitman. Instruction in writing will be provided.
Prerequisite: Completion of freshman writing requirement.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Engl 010 English Fundamentals
Ms Anger, Mr Smith, Staff
Intensive work for selected students in small classes on fundamentals of grammar, composition, punctuation, and related areas. Continuous practice in writing and revising; regular individual consultation. Intended for students advised to take this course after placement examination. This course is not part of the college writing requirement.
3 Lect Hrs
4 Credits

Engl 100A Oral/Aural Skills for Students of English as a Second Language (ESL)
Ms Shaw and ESL Staff
This courses integrates the companion processes of speaking — oral production — and listening — aural comprehension — to develop communicative competencies necessary for functioning in the educational and social environment of the urban university. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
3 Lect Hrs
2 Credits

Engl 100B Reading Comprehension for Students of English as a Second Language
Ms Shaw and ESL Staff
This course is designed to improve the student's ability to comprehend textbooks and other material appropriate to university-level studies. Emphasis is on building vocabulary and comprehending sophisticated syntactic structures. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff. Usually taken in the same semester with Engl 100C or 100D.
3 Lect Hrs
2 Credits

Engl 100C Fundamentals of English Grammar for ESL Students
Ms Shaw and ESL Staff
Intermediate ESL grammar and precomposition for students who place between 55 and 65 on the Michigan Test of English Language Proficiency. Emphasis is placed on a systematic review as part of an intensive developmental language program for students whose English proficiency is not high enough for undertaking more than one content course in English. Precomposition stresses work at the paragraph level. Usually taken in the same semester with Engl 100B and 100A.
3 Lect Hrs
4 Credits

Engl 100D Advanced English Grammar for ESL Students
Ms Zamel and ESL Staff
Advanced ESL grammar and precomposition for students who place between 65 and 75 on the Michigan Test of English Language Proficiency. Emphasis on syntax and the writing of paragraphs. Remediation of errors taught through individualization rather than through systematic review.
3 Lect Hrs
4 Credits

Engl 100S Intensive Workshop in English as a Second Language
Ms Shaw and ESL Staff
This course is given during the summer semester. It includes intensive work in grammar, oral/aural skills, reading comprehension and composition. The course runs for a minimum of 6 weeks and meets daily, Mon-Thurs, for 2½ hours each day. It is open to incoming freshmen.
6 Lect Hrs
4 Credits

Engl 101 Freshman English I
Mr Babcock and Staff
Small class instruction and practice in grammar, rhetoric, and the articulation of logical thought. Practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the student's confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600 word papers.
Note: This course satisfies the first half of the College writing requirement.
3 Lect Hrs
4 Credits

Engl 101E Freshman English I
ESL Staff
Practice in writing on various kinds of topics chosen to develop students' confidence and ability as writers. Readings and materials will vary from section to section, but all sections will require a minimum of seven papers. This special ESL section of Freshman Composition is designed to meet the special needs of ESL students. In particular, the course emphasizes English syntax from a non-native point of view. For bilingual students only.
3 Lect Hrs
4 Credits

Engl 102 Freshman English II
Mr Babcock and Staff
Continuation of Engl 101, with emphasis on topics and writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers, including a longer research paper.
Note: This course satisfies the second half of the College writing requirement.
3 Lect Hrs
4 Credits

Engl 102E Freshman English II
Staff
Continued practice in writing on various topics with an emphasis on more difficult readings, using the library and research skills. Students will again write about seven papers with one research paper. Attention given to English grammar from a non-native point of view.
For bilingual students only.
3 Lect Hrs
4 Credits

English

Engl 200 Practical Criticism
Mr Blair, Mr Broderick, Mr Schreiber
Concentrated study of a few literary texts and of fundamental critical approaches to them. Although some attention will be given to theoretical matters, the emphasis primarily is on developing mature responses in the reading of fiction, poetry, and drama (works selected from various historical periods), and on providing the student with the specific techniques and vocabulary necessary for talking and writing effectively about literature.
3 Lect Hrs
4 Credits

Engl 201 Five British Writers
Ms McAlpine, Ms Bunselmeyer, Mr Marks, Mr Smith
An introduction to literature in English through close study and discussion of representative works by five of the greatest authors of the past seven centuries. Authors who may be studied include Chaucer, Shakespeare, Milton, Swift; poets such as Donne and Wordsworth; novelists such as Austen, Dickens, and Hardy. Special attention to the writing of short papers about literature.
3 Lect Hrs
4 Credits

Engl 202 Introduction to Poetry
Ms Veenendaal, Mr Helms, Mr Schreiber, Mr Willey
An introduction to the nature and study of poetry, and to the various approaches to its understanding and appreciation. Techniques of close reading and basic analytical terms used in the discussion of, and writing about, poetry of various kinds. Special attention to poetic language and poetic forms, and to the writing of critical and interpretive papers.
3 Lect Hrs
4 Credits

Engl 203 Introduction to Drama
Mr Stock, Mr Slover
An introduction to the nature and reading of dramatic literature, the art of the stage play, and particular kinds of drama such as tragedy and comedy, with examples from many periods and cultures. Techniques of close reading and basic analytical terms used in the discussion of, and writing about, drama. Special attention to dramatic form and language, and to the writing of critical and interpretive papers.
3 Lect Hrs
4 Credits

Engl 204 Introduction to Fiction
Ms Dittmar, Ms Robinson, Mr Richer, Mr Stoehr
An introduction to the nature and study of prose fiction through the close critical reading and discussion of technique and theme in a selection of short stories and longer works. Special attention to form, technique, and language in a variety of fictional modes as preparation for the more advanced study of the novel. Emphasis on the writing of critical and interpretive papers.
3 Lect Hrs
4 Credits

Engl 206 Masterpieces of Twentieth Century Literature
Mr Bowen, Ms Dittmar
A course, suitable for non-majors as well as majors, sophomores and above, in a variety of major modern literary works, by authors such as Hemingway and Faulkner, Yeats and Joyce, Camus and Beckett, Plath and W.C. Williams. An introduction to modern experience through its most characteristic literary achievements.
3 Lect Hrs
4 Credits

Engl 210 Introduction to Creative Writing
Ms Collins, Ms Curran, Ms Davis, Mr Frederick, Ms Veenendaal
An introduction to the methods and art of creative writing in fiction, poetry, and drama, for students who are seriously interested in, but not necessarily experienced in, creative writing. Degree of emphasis on the various genres differs from section to section.
3 Lect Hrs
4 Credits

Engl 215 Intermediate Composition
Ms McAlpine, Mr Bruss, Ms Horton
A composition course offering continued practice in expository and argumentative writing. The emphasis will be on the development of rhetorical concepts — definition, exemplification, comparison, etc. — for both analytic and compositional purposes, for both critical reading and the organization and development of papers. Readings will be short, complex passages representative of the kinds of discourse met in college classes and texts.
3 Lect Hrs
4 Credits

Engl 215E Intermediate Composition (240E)
ESL Staff
Special classes of Engl 215 intended exclusively for bilingual students.
3 Lect Hrs
4 Credits

Engl 216 Writing as Women
Ms Annas
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students will read and discuss feminist analysis of language, will read and study a number of women writers who are models of strong individual female voices, will work at their own style and particular voice, and will practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
3 Lect Hrs
4 Credits

Engl 220 Introduction to British Literature I
Ms Bunselmeyer
An introductory survey of English literature in various forms, styles, and periods, from the Middle Ages to the 18th century. Emphasis on major authors such as Chaucer, Shakespeare, Milton, Swift, and Pope. Background lectures on the artistic and cultural context of each period and on the principal modes, such as tragedy, comedy, epic, and satire.
3 Lect Hrs
4 Credits

Engl 221 Introduction to British Literature II
Mr Hart
A survey of the literature of England and Ireland from the earlier 18th century to the 1960s, centering on works in various forms by Pope, Johnson, Goldsmith, Jane Austen, Wordsworth, Tennyson, Dickens, Yeats, Joyce, Shaw, Virginia Woolf, Auden, Pinter. The course considers how literary and historical change reflect each other, how the different arts evolve, and how idea, belief, and form interact. This course may be taken independently of English 220.
3 Lect Hrs
4 Credits

English

Engl 225 Introduction to Shakespeare
Mr Slover, Mr Smith, Ms Shaner
A preliminary study of the greatest of authors in English. Close study and discussion of seven or eight plays chosen to represent the main types of drama Shakespeare wrote (comedy, tragedy, history) and the range of his career. Techniques for analyzing and understanding plot, character, language, and stage spectacle, and for writing critical and interpretive papers. The course does not assume extensive prior experience in the study of literature, and is suitable for non-majors as well as majors.
3 Lect Hrs
4 Credits

Engl 230 Introduction to American Literature I
Ms Rudnick, Mr Gittleman, Mr Katz, Mr Stoehr
Prose and poetry of American writers from the first explorers through the Civil War, the ages of Puritanism, Revolution, and Romanticism. Among the texts, many of which are historical, philosophical, political, and religious in nature, will be works by William Bradford, John Smith, Anne Bradstreet, John Winthrop, Thomas Paine, Benjamin Franklin, Jonathan Edwards, Phyllis Wheatley, Indian orators, Hawthorne, Poe, Emerson, Whitman, Melville, and Frederick Douglass.
3 Lect Hrs
4 Credits

Engl 231 Introduction to American Literature II
Mr Grove, Mr O'Connell, Mr Stock
American life and letters in times of boom and bust after the Civil War — the Great Barbecue, the Brown Decades, the Great War, Depression and after — studied in the fiction of such writers as Twain, James, Hemingway, Fitzgerald, Baldwin, and Bellow; poets such as Dickinson, Frost, Stevens, Lowell, and Plath; and dramatists such as O'Neill and Miller. Light shed through literary art on 19th and 20th century American problems, and on the conflict between American Dream and American reality.
3 Lect Hrs
4 Credits

Engl 235 Black Literature in America
Ms Richardson, Mr Savery
A survey of works by Black Americans with attention to the interaction of of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
3 Lect Hrs
4 Credits

Engl 260 The Literature of Survival
Mr Stoehr
This course attempts to bridge the gap between the imagination and the reality of survival into the 21st century. The course will begin with some classics like *Robinson Crusoe* and *Walden,* and will end with modern visions and nightmares of the future, such as Doris Lessing's *Memoirs of a Survivor.* In between, a number of books, fiction and non-fiction, which deal with the breakdown of traditional values and culture, and the ways and means of surviving, will be discussed.
3 Lect Hrs
4 Credits

Engl 280 Methods and Materials — ESL
Ms Shaw
For prospective teachers and tutors. Introduction to the problems presented by students for whom English is a second language. Concentrates upon the skill areas of reading, writing, speaking, and listening. Emphasis will be on theoretical principles.
2 Lect Hrs for 8 Wks
1 Credit

Engl 283 Seminar for Tutors
Ms Smith
Discussion of alternative solutions to the grammatical, organizational, rhetorical, and stylistic problems occurring most frequently in student writing. Attention to various ways of helping students to generate ideas and to revise. Enrollment required of and restricted to working English Department tutors. Applicants should consult the Director of Tutors in English.
1.5 Lect Hrs
2 Credits

Engl 285 Tutor Training: ESL
Ms Shaw
Open to UMass/Boston ESL tutors. The course emphasizes the theoretical and practical issues in the teaching of English as a second language, in particular in the areas of greatest student need— speaking and writing. Includes readings, role play, case studies, development of materials, and instructional techniques.
2 Lect Hrs
2 Credits

Each semester the English Department offers four or five advanced courses in writing and twenty-five in language, criticism, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. For annual offerings, consult the English Majors Handbook.

Advanced Courses in Writing
(Enrollment by Permission)

Engl 300 Creative Writing
Mr Richer
Techniques and forms of fiction, poetry, and drama, conducted chiefly in tutorial conferences. Frequent discussion of student manuscripts. Students enroll in this course according to the instructor's judgment of their readiness for it. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 301 Creative Writing: Poetry
Ms Collins, Ms Veenendaal
Techniques and forms of poetry. Classroom discussion of student manuscripts. Frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 302 Creative Writing: Fiction
Mr Frederick, Mr Richer
Techniques and forms of fiction. Classroom discussion of student manuscripts and frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs
3 Credits

Engl 306 Advanced Composition: Theory and Practice
Ms Berthoff, Mr Bruss
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed will have a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing,

English

writing for pre-law students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concerned with informative or argumentative writing for advanced students, and all require the permission of the instructor for enrollment.
3 Lect Hrs
3 Credits

Literary Genres and Modes

Engl 318 Medieval Ballad and Lyric (B)
Ms Shaner
A study of popular poetry and song in the Middle Ages, beginning with translations of Latin lyrics and student songs, moving through a consideration of Middle English lyrics, and culminating with a study of the traditional ballad.
3 Lect Hrs
3 Credits

Engl 319 English Epic Poetry (B) (Engl 368)
Mr Crossley
A study of the epic and mock-epic tradition in English poetry from the Renaissance through the Romantic period. Consideration of efforts to emulate the classic achievements of Homer and Virgil; consideration of the oral roots of the epic genre; close reading of three or four long poems (works of Spenser, Milton, Dryden, Pope, and Wordsworth may be studied); consideration of the history and theory of the epic genre.
3 Lect Hrs
3 Credits

Engl 320 Autobiography (B)
Mr Gittleman, Mr Hart
A study of the major autobiographical writings in America, from colonial to modern times, by such writers as Jonathan Edwards, Benjamin Franklin, H.D. Thoreau, Henry Adams, Henry James, and others, with consideration of their European forerunners from Augustine to Rousseau, and with attention to contemporary memoirists such as Malcolm X, Maxine Hong Kingston and Lillian Hellman.
3 Lect Hrs
3 Credits

Engl 321 Biography (B)
Mr Stoehr, Mr Hart
A course in the problems and methods of writing biography, together with an analysis of the nature of the genre of biography, illustrated by a number of important historical examples. The course focuses on biographies and historical documents of a few historic figures, such as Joan of Arc, Thomas More, Samuel Johnson, and Mahatma Gandhi. Students will work under supervision on biographical projects of their own devising.
3 Lect Hrs
3 Credits

Engl 322 Rise of the Novel (B)
Mr Knight, Mr Crossley
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect hrs
3 Credits

Engl 323 The British Novel and the Nineteenth Century (B)
Mr Willey, Mr Hart
A study of the important British novelists from Austen to Hardy and Conrad. The relation of their fiction and its several modes ("realism"; "romance") to the poetics of fiction as well as to contemporary reality and the social scene. Other novelists to be emphasized are Dickens, the Brontës, and George Eliot.
3 Lect Hrs
3 Credits

Engl 324 Short Story (B)
Ms Veenendaal
A study of the short story, chiefly as a genre of this century. The course will trace its development from 19th Century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
3 Lect Hrs
3 Credits

Engl 325 Narrative in the Novel and Film (B)
Ms Dittmar
This course will study the forms of narrative art in films and modern novels. Experimental and theoretical aspects of both media will provide a major focus, and some critical reading will be required. Materials will include fiction by James, West, Nabokov, Hawkes, and Barth, and films by Bunuel, Weine, Eisenstein, and Resnais.
3 Lect Hrs
5 Credits

Engl 326 Forms of English Drama I (B)
Mr Finkelpearl, Mr Slover
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlow, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and tragedy of Shakespeare.
3 Lect Hrs
3 Credits

Engl 327 Forms of English Drama II (B)
Mr Babcock
A study of drama in English since the reopening of the theatres at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early 18th century through the romantic era, through Ibsen and his followers, to the early 20th century.
3 Lect Hrs
3 Credits

Engl 328 Modern Drama (B)
Mr Babcock, Mr Slover
A study of British and American drama in the first half of the 20th century, including works in translation of influential foreign playwrights. Attention to the literary themes, forms and styles of modern drama, and to aspects of drama in performance. Works by such authors as Ibsen, Chekhov, Shaw, O'Neill, Odets, Beckett, Brecht, Miller and others.
3 Lect Hrs
3 Credits

Engl 331 Satire (B)
Mr Blair, Mr Knight
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs
3 Credits

Engl 332 Comedy (B)
Ms Bunselmeyer
Comic literature from different cultures and periods, ancient through modern, will illustrate the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy will aid students in evaluating the literature and forming their own ideas about the nature of comedy.
3 Lect Hrs
3 Credits

English

Engl 333 Tragedy (B)
Ms Bunselmeyer, Mr Stock
The course will explore both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms,* and *Death of a Salesman,* examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic here, and tragic times, for example. Students will be encouraged to evaluate the theories against each other and against the experience of the literature in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs
3 Credits

Language and Literary Theory

Engl 341 Language and Literature (C)
Ms Berthoff, Mr Divver
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
3 Lect Hrs
3 Credits

Engl 342 History of the English Language (C)
Ms Ferguson, Mr Bowen, Mr Bruss
What English is descended from, what it is related to, how it has changed and is still changing. Emphasis on changes in sound and grammar; learning a system for analyzing, classifying and transcribing speech sounds; becoming familiar with classical grammar in order to understand grammatical changes.
3 Lect Hrs
3 Credits

Engl 343 Old English Language and Literature (C)
Mr Bruss, Ms Ferguson
The language and literature of England from 449 A.D. to 1150. Reading of works in the original language from the start enables students to acquire enough knowledge of Old English grammar and syntax to translate poetry by the end of the course. Introduction to the major literary forms. Some knowledge of Latin or German and the history of English is helpful.
3 Lect Hrs
3 Credits

Engl 344 Introduction to Stylistics (C)
Ms Bunselmeyer
The application of linguistics and philosophy of language to literature. An introduction to areas of language study (historical, structural, transformational, and semiotic, for example), and an application of these theories to the study of drama, poetry, and the novel.
3 Lect Hrs
3 Credits

Engl 345 Style in the Novel (C)
Ms Horton
Readings in the theory of style especially as applied to narrative fiction. Study of a variety of novels as applications of stylistic methods and examples of how stylistic analysis can work.
3 Lect Hrs
3 Credits

Engl 346 Poetry and Poetics (C)
Mr Marks
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics.
3 Lect Hrs
3 Credits

Engl 347 Principles and Methods of Literary Criticism (C)
Mr Marks
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs
3 Credits

Literature by or about Afro-Americans

Engl 354 The Black Presence in American Literature (F)
Ms Richardson, Mr Gittleman
Nineteenth and twentieth century literary texts by black and white writers who wrote with a significant consciousness of Black people in American society.
3 Lect Hrs
3 Credits

Engl 355 Black Poetry (B)
Ms Richardson
Critical and historical survey of black poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on the contemporary Black Arts movement; relationships between black poetry and black music; black social and political thought.
3 Lect Hrs
3 Credits

Engl 356 The Afro-American Novel in America (B)
Mr Savery
Selected works by black American novelists from the 1850's to the present, with an emphasis on issues of geographical and psychological transition. Novelists studied may include Brown, Delaney, Dunbar, Chestnutt, Petry, Walker, and Ellison.
3 Lect Hrs
3 Credits

Engl 357 Afro-American Women Writers (D)
Ms Washington
The course will consider content, form and modes of expression in prose, poetry and criticism by black women writers from the 18th century to the present. Readings will include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs
3 Credits

English

Modern Literature

Engl 362 Modern British Poetry (D)
Staff
British poetry from 1914 to present; poets of the First World War— Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties— Auden, Spender, MacNeice; poets writing from 1945 to the present— MacDiarmid, Larkin, Ted Hughes, Jon Silken, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs
3 Credits

Engl 363 Modern American Poetry (D)
Mr Helms, Mr Schreiber
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
3 Lect Hrs
3 Credits

Engl 364 Contemporary American Poetry (D)
Ms Collins, Mr Helms, Mr Schreiber
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
3 Lect Hrs
3 Credits

Engl 365 Contemporary Experimental Fiction (D)
Ms Dittmar
Focusing on the relation between technique and content, this course probes the modes and meanings of experimentation in recent fiction. It uses textual analysis to make the adventure of such literature accessible, and emphasizes both the cultural climate which explains this shared impulse to experiment and the diverse ways individual authors pursue the impulse.
3 Lect Hrs
3 Credits

Engl 367 Modern British Fiction (D)
Mr Willey, Mr O'Connell
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the 20th century, emphasizing Lawrence, Woolf, and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch and Lessing.
3 Lect Hrs
3 Credits

Engl 368 Modern American Fiction (D)
Mr Frederick, Mr O'Connell, Mr Stock
A study of significant American fiction from the close of the 19th century to World War II. Attention to aspects of literary modernism, aesthetic self-consciousness and experimentation, and the interaction between evolving fictional forms and changing social patterns. Further emphasis: the impact of World War I and the Depression upon behavior, sensibility and novelistic strategy; growing explicitness; the emergence of other voices from other rooms— ethnic, sexual, regional, racial; the variety and achievement of modern American fiction. Works by Henry James, Stephen Crane, Edith Wharton, F Scott Fitzgerald, Ernest Hemingway, William Faulkner and others.
3 Lect Hrs
3 Credits

Engl 369 Contemporary American Fiction (D)
Ms Collins, Mr Frederick, Mr O'Connell
A survey of American fiction since 1950. Works by Baldwin, Bellow, Betts, Gaines, Kelley, Mailer, Malamud, Oates, Olsen, Perey, Reed, Updike, Vonnegut, Wright and others.
3 Lect Hrs
3 Credits

Themes and Audiences

Engl 370 American Detective Fiction (B)
Mr Grove
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross MacDonald and others. Films will be shown.
3 Lect Hrs
3 Credits

Engl 371 The Adolescent in Literature (D)
Mr Grove, Mr Nelson, Ms Veenendaal
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, and Sagan.
3 Lect Hrs
3 Credits

Engl 373 Literature of the Working Class (F)
Ms Annas
This course will study literature which takes the working class as its subject. It will examine questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works?
3 Lect Hrs
3 Credits

Engl 374 Literature and Society, 1760-1850 (F)
Mr Hart
Interactions of social and economic change and literary culture in the period of revolutions, at home and abroad, in England. Changing class structures and literary publics. Readings in poets such as Burns, Blake, and Browning, novelists such as Godwin, Austen, and the Brontës, and essayists such as Cobbett and Mary Wollstonecraft.
3 Lect Hrs
3 Credits

Engl 375 Children's Literature (D)
Ms Shaner
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied— by such authors as Lewis, Grahame, Wilder, and Milne— will be explored in the context of the historical and cultural settings in which they were produced, and the texts will be analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs
3 Credits

English

Engl 376 Literature and the Political Imagination (F)
Ms Dittmar
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization, and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
3 Lect Hrs
3 Credits

Major Authors

Engl 381 Chaucer (E)
Ms McAlpine, Ms Shaner
A study of the Canterbury Tales and, time permitting, some of Chaucer's works in the original Middle English. No prior knowledge of Chaucer, the period (the later 14th century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the Medieval Period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs
3 Credits

Engl 382 Shakespeare I (E)
Ms Bunselmeyer, Mr Finkelpearl, Mr Slover
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review Shakespeare's dramatic art in general, theatre history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs
3 Credits

Engl 383 Shakespeare II (E)
Ms Bunselmeyer, Mr Finkelpearl, Mr Slover
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in Shakespeare I. But Shakespeare II may be elected without such experience.
3 Lect Hrs
3 Credits

Engl 385 Milton (E)
Mr Divver, Mr Smith
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes;* the epics *Paradise Lost* and *Paradise Regained.* Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.
3 Lect Hrs
3 Credits

Engl 388 Blake (E)
Mr Schreiber, Mr Divver
A study of the poetry of William Blake. A close reading and discussion of *Songs of Innocence and Experience;* the later lyrics; the shorter prophecies; and one of the major prophetic poems, either *Milton* or *Jerusalem.*
3 Lect Hrs
3 Credits

Engl 390 Henry James (E)
Mr O'Connell, Ms Collins
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs
3 Credits

Engl 391 Joyce (E)
Ms Curran
A study of the cyclical nature of the works of James Joyce: *Dubliners, Portrait of the Artist as a Young Man, Ulysses,* and parts of *Finnegan's Wake.* Emphasis, however, will be on the close critical reading of *Ulysses.*
3 Lect Hrs
3 Credits

Engl 392 Yeats (E)
Ms Curran
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs
3 Credits

Engl 393 Dickens (E)
Ms Horton
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop, Oliver Twist, Martin Chuzzlewit, Dombey and Son,* and *Our Mutual Friend.*
3 Lect Hrs
3 Credits

Engl 394 Twain (E)
Ms Rudnick
A study of the major works of Mark Twain— fictional and nonfictional— within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs
3 Credits

Engl 395 Faulkner (E)
Mr Frederick
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs
3 Credits

Engl 399 Comparative Readings in Two Novelists (E)
Mr Katz, Mr Stock, Mr Willey
Comparative study of the fiction of major English and American novelists whose works have social and thematic affinities or present interesting problems of contrasts. Novelists— such as Fitzgerald and Hemingway, Hardy and Lawrence, Austen and Eliot, Hawthorne and Melville, Bellow and McCarthy— will vary from year to year. Normally offered every second year.
3 Lect Hrs
3 Credits

Engl 400 Comparative Readings in Two Novelists (E)
Mr Crossley, Mr Frederick
Comparative study of the fiction of major English and American novelists whose works have social or thematic affinities or present interesting problems of contrast. Novelists will vary from year to year. In 1982, the course will study Tolkien and Wells.
3 Lect Hrs
3 Credits

Literature in Historical Context

Engl 401 The Medieval Period (F)
Ms Ferguson, Ms McAlpine, Ms Shaner
Lyrics, romances, mystery plays, allegories of English literature in the period before the 16th century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
3 Lect Hrs
3 Credits

English

Engl 402 The Renaissance in England (F)
Mr Divver, Mr Smith
Major work of the English Renaissance (early 16th through early 17th centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs
3 Credits

Engl 403 The Neo-Classical Period (F)
Mr Blair, Mr Crossley, Mr Knight
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later 18th century.
3 Lect Hrs
3 Credits

Engl 405 The Romantic Period (F)
Mr Broderick, Mr Hart
Literary, social, and cultural change in Britain during the revolutionary age (1780's to 1830's), seen in the major poetry of Blake, Wordsworth, Byron, Keats, and others; the critical writings of Coleridge, Hazlitt, and others; and the fiction of Austen and Scott. An attempt to interpret the historical nature and importance of "romanticism."
3 Lect Hrs
3 Credits

Engl 406 Victorian Age (F)
Mr Broderick, Ms Horton
A study of the temper of the Victorian Period (1830's to 1890's) as revealed in its arts and artists, writings and writers: Tennyson, Carlyle, Dickens, J S Mill, and others. Attention to the changes in mind during the period, the questions that parallel our own: To produce or conserve? To believe or doubt? Where to live? Whether to embrace "progress" or to look backwards? Whether to hold to utility or "feeling"?
3 Lect Hrs
3 Credits

Engl 407 Colonial American Literature (F)
Mr Gittleman
Study of the important literary texts of the 17th and 18th centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah, Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs
3 Credits

Engl 408 American Romanticism (F)
Mr Gittleman, Mr Katz, Mr Stoehr
Major texts of American literature from the 1820's and 1830's to the Civil War. The growing importance of ideal and symbol; emphasis on the romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge School and the minor transcendentalists.
3 Lect Hrs
3 Credits

Engl 409 Rise of American Realism (F)
Mr Katz, Mr O'Connell, Mr Tribble
The development of realism in the fiction of Twain, James, and Howells, and its evolution into the naturalism of Norris, Crane, and Dreiser, in the period 1865-1900.
3 Lect Hrs
3 Credits

Engl 410 The Modern Period (F)
Ms Annas, Ms Dittmar, Mr Divver, Mr Nelson
A study of the phenomenon of "modernism" in, roughly, the first half of the 20th century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs
3 Credits

Engl 414 Early Celtic Literature in Translation (F)
Mr Bowen
The matter of this course is the mythological and heroic narrative literature of medieval Ireland and Wales; particular attention is given to the cultural context out of which it comes and within which it must be interpreted. Although this literature was written, or written down, by men whose religion and much of whose culture derived from Rome, most of it was not essentially either Latin or Christian in spirit. It was shaped and driven by the continuing force of the Celtic tradition— pagan, archaic, and stubbornly vital. Works will include the Irish epic *Tain Bo Cuailnge* and *The Mabinogion* (Welsh).
3 Lect Hrs
3 Credits

Engl 415 Irish Literature (F)
Ms Curran
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers will also be studied.
3 Lect Hrs
3 Credits

Engl 416 Irish-American Literature and Culture (F)
Mr O'Connell
Studies in Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor and others. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Dunne, McCarthy; drama: O'Neill.
3 Lect Hrs
3 Credits

Engl 417 Regional Literature: The American South (F)
Staff
Selected readings in the literary renaissance of the modern American South from 1920 to the present, including such writers as Faulkner, Warren, Ransom, Tate, Welty, Porter, Styron, and O'Connor. Study of the fiction, poetry and criticism, with emphasis on the fiction.
3 Lect hrs
3 Credits

Engl 418 Jewish-American Literature (F)
Staff
An exploration of literature growing out of the massive immigration of east European Jews to the United States in the late 19th and early 20th centuries; reading of fiction, memoirs, journalism, other materials; consideration of the east European communities from which the immigrants came, and of parallels in some contemporary Jewish writers to themes of the immigrant generation.
3 Lect Hrs
3 Credits

English

Engl 419 Recent Irish Writing (F)
Mr O'Connell
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is placed upon the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul— you must read its poems and stories."
3 Lect Hrs
3 Credits

Advanced Studies and Programs

Engl 451 Advanced Studies in Poetry
Staff
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
3 Lect Hrs
3 Credits

Engl 452 Contemporary Women Poets
Ms Collins, Ms Veenendaal, Ms Annas
A study of the concerns, perspectives, and poetics of 20th century women poets. Readings are selected from a wide range of poets, including Brooks, Levertov, Plath, and Rich.
3 Lect Hrs
3 Credits

Engl 461 Creative Writing Workshop
Ms Collins and Staff
An advanced course in creative writing, for students who have had some experience in the writing of fiction, poetry, or drama, or who have taken an introductory course.
Prerequisite: Engl 210 or permission of instructor.
3 Lect Hrs
3 Credits

Engl 476 Technical Writing Internship
Mr Bruss
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It will deal with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and the technical writing profession will attend. There will be assigned readings and regular reports on progress in the internship. The seminar will meet for two hours every other week, and the internship placement will require at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) will be awarded for the combined seminar and placement.

Engl 478 Independent Study I
Staff
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be admitted. Register with Director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement
3 Credits

Engl 479 Independent Study II
Staff
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with Director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement
3 Credits

Engl 481 Selected Topics in English and American Literature
Staff
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics included Science Fiction, Arthurian Literature, Albee and Miller, the Harlem Renaissance, and Children's Literature.
3 Lect Hrs
3 Credits

Engl 482 Selected Topics in English and American Literature
Staff
Various courses in literature and related field are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics included Science Fiction, Arthurian Literature, Albee and Miller, the Harlem Renaissance, and Children's Literature.
3 Lect Hrs
3 Credits

Engl 496 Creative Writing Honors I
Ms Collins and Staff
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: acceptance into the Honors Program.
3 Lect Hrs
3 Credits

Engl 497 Creative Writing Honors II
Staff
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs
3 Credits

Engl 498 Honors Seminar
Staff
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis. Applicants should consult the Director of the major.
3 Lect Hrs
3 Credits

English

Engl 499 Honors Work
Staff
A continuation of Engl 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee). Students should register through the Director of the major.
3 Lect Hrs
3 Credits

Engl 586 Curriculum and Methods Student Teaching - English
Ms Case
The issues and principles of the learning and teaching of secondary school composition, literature, and language. Supervision and critique of practice teaching in the schools. *Prerequisite: Admission to Teacher Certification Program.*
3 Lect Hrs, 20 Lab Hrs (practice teaching)
9 Credits

Graduate Seminars

Graduate Seminars in English are open only to regularly enrolled MA candidates and others by special arrangement with the Director of Graduate Studies in English. All English graduate seminars award 5 credits and meet weekly for 3 hours (in group) and additional tutorial hours by arrangement. Six seminars drawn from the following list are scheduled each semester.

Engl 600 Studies in Criticism
Staff
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
5 Credits

Engl 601 Studies in Poetry
Staff
Studies in the nature of poetry; an examination of modes. A reading of representative English and American poetry.
5 Credits

Engl 602 Studies in the Novel
Staff
Studies in the nature of prose fiction and the major kinds of novels. A reading of representative novels in English and American literature.
5 Credits

Engl 603 Studies in Drama
Staff
A study in English and American drama from an awareness of its European contexts. Plays discussed will come from the major periods of western drama and will provide examples of the major kinds of drama.
5 Credits

Engl 604 Studies in Satire
Staff
An exploration of individual works of satire and critical theories about the mode: pre-modern and modern selections from Swift, Pope, Shaw, Waugh, F O'Connor, N West, Eliot and others.
5 Credits

Engl 610 The Teaching of Composition
Staff
The attempt will be to define the role of composition in the English curriculum in both college and secondary schools; to develop a philosophy of language as a foundation for a method of composing; to study psychological and linguistic aspects of the composing process.
5 Credits

Engl 611 The Teaching of Literature
Staff
Theories and practice of the teaching of literature, considered in the context of current models of the liberal arts college and of current issues in humanities curricula.
5 Credits

Engl 613 The Teaching of Poetry
Staff
Designed for graduate students who want an advanced introductory course, or a refresher course, in the reading and comprehension of poetry, perhaps with the object of teaching it to younger minds. Emphasis on practical criticism, or close reading, but various perspectives and critical approaches are included, along with teaching aids and pedagogical exercises. Concentration on poets of the 19th and 20th centuries.
5 Credits

Engl 614 The Teaching of Fantasy and Science Fiction
Staff
The seminar examines major works of unrealistic fiction, and some important critical and theoretical approaches to it, as a way of raising and defining questions about teaching literature. The course is intended for those who wish to explore the reading of such fiction and for those engaged in high school teaching and interested in developing appropriate curricula and pedagogies.
5 Credits

Engl 620 History of the English Language
Staff
Description and analysis of modern English from a linguistic perspective; attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and 18th century English, with its stress on traditional grammar.
5 Credits

Engl 621 Introduction to Linguistics
Staff
The course will, first, raise large questions behind the study of linguistics: What is the relationship between language and thought? Then, the course will survey the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
5 Credits

Engl 622 Stylistics
Staff
A study of the connection between linguistics and literature. An effort in turning linguistic information into strategies useful for interpreting novels, for describing how novels and poems get put together, for helping us learn how meaning gets made in a literary text, for talking about how a reader's responses to a text get generated out of the particular stylistic/linguistic choices a writer makes.
5 Credits

Engl 623 The Nature of Narrative
Staff
This course explores a variety of ways in which modern and contemporary fiction, both English and European, departs from traditional narrative forms. While a comparative study of experimentation will be our main concern, we may address philosophical, political, and psychological issues as they affect narrative form in the twentieth century.
5 Credits

English

Engl 630 Chaucer
Staff
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political, and religious backgrounds.
5 Credits

Engl 631 Medieval to Renaissance Literature
Staff
A course in the transition from Medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through *Hamlet.*
5 Credits

Engl 632 Early English Drama
Staff
A study of the development of form— particularly the forms of comedy and tragedy— in the drama of Shakespeare's predecessors and contemporaries. Readings of selected mystery and morality plays and of works by such playwrights as Marlowe, Kyd, Marston, Tourneur, Webster, Greene, Dekker, Johnson, Beaumont and Fletcher. One play of each kind by Shakespeare.
5 Credits

Engl 633 Shakespeare
Staff
Shakespeare's idea of dramatic art as revealed in explorations of one of the following topics— the plays and their sources, theatrical self-consciousness, Shakespeare's language of the theater.
5 Credits

Engl 634 Elizabethan and Jacobean Poetry
Staff
Poetry of the English Renaissance from Wyatt to the early Milton, and including such poets as Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Marvell. The course studies not just the development of poetry in the 16th and 17th centuries, but also the way that poetry has informed our modern view of poetry and its past.
5 Credits

Engl 635 Metaphysical Poetry
Staff
A survey of the major English poets called "metaphysical" in their historical context: Donne, Herbert, Vaughan, Crashaw, Marvell.
5 Credits

Engl 637 Milton
Staff
A study of the poetry and major prose with particular attention to *Paradise Lost;* Milton's style, his relations to traditional literary forms, his thematic concerns; an examination of Milton criticism.
5 Credits

Engl 639 Augustan Satire
Staff
Study of the major Augustan satirists— Dryden, Swift, and Pope— with attention paid to the works of Rochester, Addison, Gay, and Fielding; consideration of the critical questions arising from the study of satire.
5 Credits

Engl 640 The Rise of the Novel
Staff
A literary and historical study of early experiments in the shaping of the new genre of the novel. Samples, ranging from the late seventeenth century to the early nineteenth, include a variety of experimental forms.
5 Credits

Engl 641 Studies in Romanticism
Staff
A search for the meaning and importance of British romanticism in poetry, fiction, and thought, with reference to the three modes: gothic (Blake and Godwin), romantic (Byron and Scott), pastoral (Wordsworth and Austen).
5 Credits

Engl 642 Victorian Literature
Staff
Aestheticism and socialism in Victorian literature. The subject of the course is the development of two issues in the work of some major Victorian writers; the movement away from the classical view that art is normative to an increasing acceptance of the view that art is autotelic; and an accompanying movement away from a special concern with art to a concentration on social reform.
5 Credits

Engl 643 Arnold and Eliot
Staff
The study of two important men of letters who reflected and criticized the main artistic and intellectual currents of their time. Readings from their poetry, literary criticism, and social commentary as well as selected writings contemporary with each author.
5 Credits

Engl 644 Lawrence and Woolf
Staff
A comparison of the major novels of DH Lawrence and Virginia Woolf with particular attention paid to the two writers' conceptions of the nature and function of the novel and to their relation to the literary contexts of the period, 1914-1940.
5 Credits

Engl 645 Modern Poetry
Staff
A study of the major figures and currents in modern British and American poetry.
5 Credits

Engl 646 Literature and Society
Staff
A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such perspective.
5 Credits

Engl 650 Image of America
Staff
An examination of the way in which America has responded to the concept of the new world and the image of self and nation that has evolved.
5 Credits

Engl 651 Colonial American Literature
Staff
Study of literary works written in America before there was a politically independent American nation. Not only "representative" works, but also major texts with a significance which transcends the colonial period.
5 Credits

Engl 652 American Romanticism
Staff
A study of critical conceptions of American romanticism. Readings will include examples of critical writing and fiction by Brown, Irving, Cooper, Poe, Simms, Hawthorne and Melville, and poetry by Bryant, Poe, Longfellow, Lowell, Emerson and Whitman.
5 Credits

Engl 653 Hawthorne and James
Staff
A study of the relationship between the fiction of Hawthorne and James, focusing on James's criticism of Hawthorne.
5 Credits

Department of French

English

Engl 654 Faulkner
Staff
A reading of all major fiction centered in Yoknapatawpha County, with an intensive study of selected texts.
5 Credits

Engl 655 Modern American Poetry
Staff
Studies in the poetry and selected prose of Robert Frost, Pound, Eliot, Williams, and Stevens, with complementary readings in other Modern American poets.
5 Credits

Engl 656 Contemporary American Fiction
Staff
A study of the scope (times and types) and strains (types and tensions) in the post WWII, post-Modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the occasional combination of the two.
5 Credits

Engl 657 The Black Presence
Staff
Study of selected literary texts of the last two hundred years by major and minor authors who wrote with a special consciousness of the significance of black people in American society.
5 Credits

Engl 658 Regional Literature
Staff
Regional consciousness in representative works of modern American writers of the South and New England; the roles that the sense of history, the sense of place, and the response to the natural world play in the work of Southern and New England writers.
5 Credits

Engl 659 Changing Images of Women in Literature
Staff
The seminar focuses on fiction and poetry of the past ten years (mostly American) in order to determine whether old, mostly negative images of women are being changed by the new feminist criticism and awareness. We give close attention to the images and the language used by such writers as Tillie Olsen, Marge Piercy, Margaret Atwood, Denise Levertov, Adrienne Rich, Lisa Alther, Olga Broumas. We also discuss critically recent feminist criticism (and criticism alleged to be feminist).
5 Credits

Engl 691 New Approaches to Medieval Literature
Staff
A study of revolutionary modern critical thought on medieval literature, such as the *Beowulf,* Chaucer's *Troilus,* and medieval drama. The course examines medieval literary and critical theory, the "historical" approach of the 19th century critics, and the seminal essays and books of 20th century scholars.
5 Credits

Engl 692 Problems in Modern Criticism
Staff
An introduction to some important modern critics: TS Eliot, IA Richards, Northrop Frye, Harold Bloom, Freud, DH Lawrence, Kenneth Burke, George Lukacs, Walter Benjamin, Sartre, Raymond Williams, and perhaps Blanchard, Blanchot or Derrida. The emphasis will be on some problems these critics face: defining their function, choosing a method, adopting an epistemology, setting formal aims. We will consider how the three "schools" these critics represent (the Aesthetic, the Synthetic, and the Radical) offer varying solutions to these problems.
5 Credits

Faculty

Brian Thompson, Associate Professor and Chairperson; Professors Jean Collignon, Michel Philip; Associate Professors Jeanne Ambrose-Grillet, Alfred Proulx, Suzanne Relyea, Monique Stern, Gerald C Volpe; Assistant Professor Rose Abendstern; Instructor Marilyn Sorenson

The Department

The French Department offers a strong and varied program in French language, literature, and civilization. Our courses are open to all students on campus, and we encourage students from other disciplines and departments to develop a knowledge of a second language and culture in conjunction with their own majors. By both training and inclination, the French Department is committed to an interdisciplinary approach to French studies. Many of our courses are interdisciplinary in nature. We also encourage French majors to develop at least one complementary area of competence: history, political science, art, music, etc. At the same time, the French Department recognizes the importance of a strong linguistic and cultural "home base," and encourages the use of French as the normal language of communication within the department. With few exceptions, all courses are conducted entirely in French.

Requirements and Recommendations

The Major

Students choosing to major in French may to a large extent design a program which reflects their own interests and objectives. Only three specific courses (or their equivalents) are required of all students:

1. French 301 *Traduction et stylistique* is a third-year course in advanced grammar and stylistics which develops students' writing ability in French through translation of various kinds of English and American texts into French.
2. French 302 *Initiation à la littérature et à la civilisation françaises I* is an interdisciplinary introduction to the period from the Middle Ages to the 17th century in which major literary works are studied in the context of the history, politics, and culture of the period.
3. French 303 *Initiation à la littérature et à la civilisation françaises II* is a similar course covering the 18th and 19th centuries. Along with French 302, it provides students with an overview of French literature and civilization which allows them to see their further, more specialized work within a broad context.

Of the seven remaining courses students must take to complete a major, three must be literature courses representing three different centuries (for example: Symbolist Poetry, 20th Century Novel, and 17th Century Theatre and Philosophy), one an advanced course in either language or civilization; the three remaining courses are free electives from any of these areas.

The Minor

Students majoring in another discipline may minor in French. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate competence (French 201-202 or equivalent)
2. French 302 *Traduction et stylistique* (or equivalent)
3. Three additional courses at the 300 or 400 level, in French language, literature or civilization.

French

Honors

A student may receive six credits toward the total thirty major credits for acceptable work on an honors thesis written in French under the direction of an advisor from the French faculty. See department chairperson.

Teacher Certification Program

The Teacher Certification Program (TCP) enables well-qualified majors to prepare for careers in teaching at the secondary level. It combines requirements for a major in French with certain requirements in psychology and the philosophy of education. In addition, students spend one semester— generally the spring semester of their senior year— practice teaching in a greater Boston-area high school. Our TCP graduates have earned a reputation for solid training and generally do well even in a tight job market. Students potentially interested in teaching should consult the department and the Director of TCP as early as possible after enrollment at the University. A student may count six credits earned in TCP toward major requirements.

Français des affaires

Our new program in French business language and practices *(le français des affaires)* trains students in the language and concepts of French business and correspondence, as well as acquainting them with the economy of France and its role in the world. At the end of the first course, French 480, students may take the examination for the *Certificat pratique de français commercial et économique.* A second course, French 481, prepares them for the *Diplôme supérieur de français des affaires.* These examinations, adminstered under the auspices of the Chamber of Commerce and Industry of Paris, lead to diplomas which are recognized throughout the world and which offer new professional opportunities to students of French at UMass/Boston.

Year of Study in France

Each year the French Department sponsors a full academic year of study in Paris (mid-September to mid-June) under the direction of a member of our UMass/Boston faculty and a resident French assistant. The program is not limited to French majors, but all applicants must have sufficient training in French (at least four or five semesters of successful college-level French, or equivalent) and the approval of their major department.

Our program is one of the least expensive ways to spend an academic year in Paris: the fee includes room, board, tuition, and round-trip travel, as well as numerous visits within and outside Paris, a theatre course in which students attend a different play each week, and special courses offered by the Director and the Assistant in Paris. Students enroll at the Sorbonne or other *facultés* of the University of Paris according to their interests and abilities. In addition to formal course work, the intense artistic and cultural life of Paris offers an experience unequaled anywhere else in the world.

Certificates in Translation

The department offers a Concentration leading to the awarding of a Certificate in Translation. A French major meeting additional requirements may earn an Advanced Certificate. For further information, see the section headed "Translation Program" in the CAS section of this catalog.

Transfer Credit Policy

Transfer students must complete at least fifteen of the thirty credits for the major under the auspices of the French Department.

French C101 Elementary French I
Ms Ambrose-Grillet and Staff
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French C102 Elementary French II
Ms Ambrose-Grillet and Staff
A continuation of French 101. Intensive practice in the four language skills, with an audio-lingual approach, for students who have completed French 101 or its equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French C103 Beginning French for Reading Knowledge
Ms Sorenson
This course is designed specifically for rapid acquisition of ability to read French texts in the original language. Both literary and non-literary texts will be used. All discussions, papers and examinations will be in English. Only students with no creditable training in French will be admitted. This course does not fulfill any part of the language requirement.
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

French C115 Basic Oral French
Mr Thompson and Staff
Intensive oral practice and drill of basic linguistic patterns in French for students who have had training in reading and writing French but little or no aural-oral work, or who need to improve their oral skills to qualify for intermediate French. Students from the 101-102 sequence may not take this course for credit. Students completing 115 would normally continue with 201 or 202. The student, if his or her knowledge permits, may continue with French 301.
Core Area: Foreign Languages.
Prerequisite: Background in the language and placement exam. See department.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French C125 Intensive French I
Staff
Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature, for students with no creditable previous training in French who intend to continue their study of French language and literature at an advanced level. Students completing this course satisfactorily will be allowed to enter directly into courses at the 200-level and above. (Equivalent to one year of elementary French)
Core Area: Foreign Languages.
Prerequisite: Minimum score of 600 on the SAT verbal or high upper-class average.
8 Lect Hrs, 2 Lab Hrs
8 Credits

French

French C165 Masterpieces of French Literature
Staff
Selected French masterworks in English, from the Middle Ages to the end of the nineteenth century, such as the *Song of Roland, Lancelot,* Montaigne's *Essays, Gargantua,* Molière's *Don Juan,* the *Marriage of Figaro, Candide,* the poetry of Victor Hugo and Arthur Rimbaud, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, as touchstones of the fundamental principles of art in general. The basic skills emphasized are writing and critical thinking, and the main method of analysis is *explication de texte.* In English.
Core Area: The Arts.
3 Lect Hrs
4 Credits

French C167 French Comedy
Ms Relyea
Intensive training in reading, discussing and writing about comic theatre in France from the 15th century to the present. Two plays by Aristophanes define the genre, then works by Beaumarchais, Molière, Labiche, Jarry, Ionesco, Beckett, Duras are considered. Weekly written assignments designed to develop practical critical skills. In English.
Core Area: The Arts.
3 Lect Hrs
4 Credits

French C201 Intermediate French I
Staff
Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in French literature or culture.
Prerequisite: French 102, 115 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French C202 Intermediate French II
Staff
Continuation of French 201. Intermediate-level readings in French literature or culture. This course may be used to fulfill the second semester of intermediate-level language requirement.
Core Area: Foreign Languages.
Prerequisite: French 201 or equivalent.
4 Lect Hrs, 2 Lab Hrs
4 Credits

French C203 Intermediate French III
Staff
Readings in French on contemporary France and French-speaking cultures— newspapers for politics, current events, reviews of art and musical events among others; magazines, cultural texts— as distinct from purely literary texts— with discussion in French. This course may be used to fulfill the second semester of intermediate-level language requirement.
Prerequisite: French 115, or French 201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

French C240 French Conversation
Mr Thompson and Staff
Daily practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisite: French 202 or equivalent and permission of instructor.
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

French C271 The Feminine Presence in French Literature
Ms Relyea
Novels, essays, short stories and autobiography by or about French women from the 12th century to the present. Specific emphasis on women's access to literature (reading and/or writing for publication) and the evolution of prescribed feminine roles in literature. Students must keep a reading journal of 5-7 pages per week. Intensive training in textual analysis and critical evaluation. Works by Chrétien de Troyes, Mme de LaFayette, Mme de Sévigné, Flaubert, Sand, Colette, De Beauvoir, Duras, Wittig. In English.
Prerequisite: One semester of writing. WoSt C101 or 101 strongly recommended.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

French C275 Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature
Mr Thompson
Interdisciplinary in approach, this course investigates essential questions which man has always asked about himself and his world as they have been formulated and expressed by some major figures of modern French literature, whether militant atheist (Sartre), agnostic (Camus), or radical believer (Mauriac, Bernanos). Issues raised include: God and human freedom; suffering and evil in the world; responsibility and guilt; the self and the other; solitude and solidarity; death. Through careful reading, class discussions and writing assignments, students will be encouraged not only to analyze the questions raised but to think critically about their own education, attitudes and experience. In English.
Core Area: Philosophical and Humanistic Studies.
3 Lect hrs
4 Credits

French 262 Contemporary French Theatre
Mr Collignon
Some of the masterpieces of French theatre from Giraudoux to the theatre of the absurd. No knowledge of French required. English translation.
3 Lect Hrs
4 Credits

French 264 French Existential Literature
Mr Proulx, Mr Thompson
Major works by Camus, Sartre, DeBeauvoir, Marcel. No knowledge of French required. English translation.
3 Lect Hrs
4 Credits

French 266 The French Cinema
Staff
Thematic and formal trends in the French cinema, in the context of relevant developments in literary, cultural and political history. Films by Vigo, Bunuel, Renoir, Clair, Dulac, Cocteau, Resnais, Carné, Truffaut, Godard and Rohmer. No knowledge of French required.
3 Lect Hrs
4 Credits

French 301 Traduction et stylistique
Staff
Intensive study of grammar, stylistics and composition. Problems of idiomatic translation based on contemporary English and American texts.
Prerequisite: French 202 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

French 302 Initiation à la littérature et à la culture françaises— Depuis le Moyen Age jusqu à la fin du 17e siècle
Ms Abendstern
French literature and culture from the Middle Ages to the end of the 17th century. Selected readings from *Chanson de Roland,* courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural back-

French

ground of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs
3 Credits

French 303 Initiation à la littérature et à la culture françaises— 18e et 19e siècles
Ms Stern
French literature and culture of the 18th and 19th centuries. Selected readings from: Didérot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs
3 Credits

French 334 Poètes et chansonniers
Mr Thompson
The tradition of the chanson in France, from the Medieval troubadours to modern times, with contemporary author-composers: Brassens, Brel, LeForestier, and others.
Prerequisite: French 201-202 or permission of instructor.
3 Lect Hrs
3 Credits

French 361 Modern French Novel in Translation, 1900-1935
Mr Proulx
Works by Proust, Cocteau, Gide, Saint-Exupery and Malraux. Readings in English; no knowledge of French required.
3 Lect Hrs
4 Credits

French 362 Modern French Novel in Translation, 1935 until the Present
Mr Proulx
Works by Sartre, Camus, Mauriac, Robbe-Grillet and Genet. No knowledge of French required. English translation.
3 Lect Hrs
4 Credits

French 400 Histoire de la langue française
Ms Ambrose-Grillet
Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 301, 302, 303 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

French 401 Moyen Age— le héros et l'anti-héros
Mr Volpe
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on man in revolt against or in harmony with his milieu— Roland, Lancelot, Tristan, Adam, Reynard the Fox, Saintly King Louis, Pathelin, François Villon.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 403 Phonétiqe et diction
Ms Ambrose-Grillet
Detailed analysis of the sound system, with study of the main phonological processes of French. Distinguishing features of French and English will be emphasized.
3 Lect Hrs
3 Credits

French 405 Poésie lyrique et didactique médiévale
Mr Volpe
A study of the origins, development and evolution of lyric poetry from the Troubadours to the Rhetoriqueurs with special emphasis on the themes of love and marriage and the changing image of women. Works will be read in modern versions, but students will have the opportunity to compare modern texts to the originals in Old French.
3 Lect Hrs
3 Credits

French 411 Thème et version
Mr Collignon
Translation from English into French, from French into English. Analysis of the grammatical and stylistic problems of the texts involved.
Prerequisite: French 301, 302 and a course in French literature or permission of instructor.
3 Lect Hrs
3 Credits

French 413 L'Epoque de Rabelais
Mr Volpe
Chronological survey of French literature in the 16th century, with emphasis on continuity with the Middle Ages, consciousness of the New Age, and Italian influence. Readings from Marot, Rabelais, Calvin, Scève, Labé, Marguerite D'Angoulème, du Bellay, Ronsard until 1560.
Prerequisite: French 302.
3 Lect Hrs
3 Credits

French 414 L'Epoque de Montaigne
Mr Volpe
Readings from Ronsard after 1560, Garnier, Montaigne, Sponde, d'Aubigné. The baroque.
Prerequisite: French 302
3 Lect Hrs
3 Credits

French 431 La Littérature du 17e siècle: Théâtre et philosophes
Ms Relyea
Works from 17th century authors including Descartes, Corneille, Racine, Molière and Pascal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 432 Littérature du 17e siècle: Prosé et poesie
Ms Relyea
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevigné, La Bruyère.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 434 Imagination baroque— réserve classique
Ms Relyea
Readings from 17th century French theatre, poetry, novels and philosophy structured around the two major and opposing literary trends of the period. Under Baroque, Précieux and Burlesque writers will also be studied. Authors include Malherbe, Voiture, D'Urfe, Corneille, Scarron, Madame de LaFayette, Boileau, La Fontaine.
Prerequisite: French 302 or 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 441 Théâtre et roman du 18e siècle
Ms Stern
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, J J Rousseau, Laclos, Prevost, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 442 La Pensée philosophique du 18e siècle
Ms Stern
Philosophical texts by Montesquieu, Didérot, Voltaire, Rousseau; L'Encyclopédie.
Prerequisite: French 302 or permission of instructor.
3 Lect Hrs
3 Credits

French

French 451 Poésie romantique
Ms Abendstern
Chateaubriand and romantic poets including Lamartine, Hugo, Vigny, Musset, Nerval.
Prerequisite: French 302 or 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 452 Roman et théâtre romantiques
Ms Abendstern
The French romantic theatre and novel through works by Hugo, Vigny, Musset, Sand, Balzac, Stendhal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 455 Poésie symboliste
Staff
Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: French 302 or 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 456 Poésie du 20e siècle
Mr Philip
Works by Claudel, Apollinaire, Valéry, Eluard, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 464 Roman du 20e siècle
Mr Collignon, Mr Thompson
Discussion of representative 20th century novels, by writers such as Camus, de Beauvoir, Beckett, Malraux, Robbe-Grillet, Sartre, Mauriac, and Duras.
Prerequisite: French 302 and 303 and permission of instructor.
3 Lect Hrs
3 Credits

French 465 Théâtre du 20e siècle
Mr Collignon
Discussion of representative twentieth-century plays by such dramatists as Jarry, Feydeau, Claudel, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Genet and Beckett.
Prerequisite: French 302 and 303 or permission of instructor.
3 Lect Hrs
3 Credits

French 475 Civilisation contemporaine
Mr Phillip
The background of contemporary France, today's France, historical, political, social, economic, cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 476 Civilisation française I
Mr Volpe
The background of France from the Middle Ages to the end of the 17th century: historical, political, social, economic, cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 477 Civilisation française II
Mr Philip
The background of France during the 18th and 19th centuries: historical, political, social, economic, cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs
3 Credits

French 478, 479 Independent Study
Staff
Selected research topics organized in consultation with an individual or with a small group of students.
Prerequisite: Permission of instructor and chairperson of department.
Hrs by arrangement
3 Credits

French 480 Français commercial
Ms Stern
The objective of this course is to teach the language of business transactions, as well as the transactions themselves. The course is open to students who already have a good command of written and oral French. It will familiarize them with notions of the French economy, with commercial correspondence, and with the translation of economic and business texts. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the *Certificat pratique de français commercial et économique.*
Prerequisite: French 301— junior standing or permission of instructor.
3 Lect Hrs
3 Credits

French 481 Français des affaires
Ms Stern
This course is the continuation of French 480. It will further the study of material already presented in French 480 (Commercial French) and will deal in greater detail with French geographical economy, business practices and correspondence. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the *Diplôme Supérieur de français des affaires.*
Prerequisite: French 480 or permission of instructor.
3 Lect Hrs
3 Credits

French 489 Le Cinéma français
Staff
Thematic and formal trends in the French cinema, in the context of relevant developments in fiction, drama and criticism. Films by Vigo, Bunuel, Clair, Dulac, Cocteau, Carné, Chabrol, Truffaut, Godard, Resnais, and Rohmer. Students having received credit for French 266 may not take French 489 for credit. For the same course not requiring knowledge of French, see French 266.
3 Lect Hrs
3 Credits

French 490 Special Topics
Staff
Study of special topics varying each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

French 498, 499 Honors Thesis in French
Staff
Independent and original investigation and study under the superivison of a faculty advisor. An oral defense of the thesis before members of the French Department is required.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Department of German

Faculty

Andrew Boelcskevy, Assistant Professor and Chairperson; Professors Alfred Hoelzel, Robert H Spaethling; Associate Professors Luise Bronner, Lynn F Dhority, Ritta Jo Horsley, Friedrich P Ott; Assistant Professor Sandra Shuman

The Department

The academic program of the German Department aims to acquaint students with the language, literature and culture of the German-speaking peoples. The course offerings are designed to serve the educational needs of students who want to (1) acquire a knowledge of the German language, from beginning to advanced levels; (2) major or minor in German language and literature; (3) explore the literary and cultural traditions of Germany, Austria and Switzerland in German or English; (4) fulfill the core course requirements in Foreign Languages, the Arts and other areas. Individualized study (German 478 and 479), concentration in the Translation Program and graduation with honors provide further curricular options.

Requirements and Recommendations

The Major

To achieve intermediate-level proficiency, prospective German majors must take:

Ger 200 (Intermediate German I)
Ger 202 (Intermediate German for Reading)
Ger 206 (Intermediate Audio-Lingual German)

Prospective majors are advised to take both Ger 202 and 206 during the same semester.

Majors must take a total of ten upper-level semester courses including:

Ger 301 and 302 (Advanced German I and II)
Ger 330 and 331 (Introduction to German Literature I and II)

Two advanced (400-level) literature courses, including at least one seminar

Two courses in the history and civilization of Germany as follows: Hist 329 or Ger 250 or Ger 251 *and* Hist 428 or Ger 250 or Ger 263 or Hist 429

Two additional courses in German literature, culture, or advanced language (including translation skills). Appropriate German or Humanities courses are given in English. Independent Studies courses may be counted here, subject to approval by the major advisor.

The Minor

1. Intermediate proficiency (Ger 200 and 202 or the equivalent).
2. Ger 301 and either Ger 330 or Ger 331
3. At least two courses from the following list:
   a. Ger 206 (German Conversation)
   b. Any German language course on the 300-level
   c. Any course in German literature or culture

Honors

For graduation with honors in German, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

Transferring German majors must take a minimum of 4 courses in the department, at least 2 of which must be 400-level literature courses, including at least one seminar.

Ger C101 Elementary German
Staff
For students with no creditable training in German. Work in the four language skills with particular emphasis on listening and reading comprehension.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ger C102 Elementary German
Staff
Continuation of Ger C101. Work in the four language skills with particular emphasis on listening and reading comprehension.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ger C105 Special Reading Course
Ms Bronner
For students who wish to acquire a reading knowledge of the literature of their field in German within one semester. The literature can pertain to the humanities as well as to the natural sciences. Suitable preparation for graduate school record exam, for professionals, and for future translators. No previous knowledge of German required.
Core Area: Foreign Languages.
3 Lect Hrs
4 Credits

Ger C110 Experiencing German
Mr Dhority
Using the innovative accelerative methods of Bulgarian psychologist Dr Georgi Lozanov, Ger C110 enables students to achieve with considerable ease and enjoyment a basic command of conversational German. At the end of six weeks (30 three-hour classes), students will have a vocabulary of approximately 1500 words covering the full grammatical range of German. This non-stressful method is based on positive suggestion and confluent educational techniques which coordinate both the emotional and intellectual learning modes, verbal and non-verbal, creating a synergistic acceleration of the learning process.
Prerequisite: Permission of instructor.
Core Area: Foreign Languages.
15 Hrs/Wk for 6 Wks
8 Credits

Ger C115 Intensive Elementary German
Ms Horsley, Mr Ott, Mr Boelcskevy
A comprehensive first-year course aimed at developing the skills of reading and listening comprehension, speaking and writing. Intensive work in grammar, conversation, and reading through exposure to a variety of cultural materials and activities in a small group setting. Open to students with no previous creditable training in

German

German. Good aptitude for learning foreign languages is recommended. Covers a year's work in one semester. Upon completion, students may enter Ger C200, or, in special instances, Ger C202 or 206.
Prerequisite: Permission of instructor.
Core Area: Foreign Languages.
8 Lect Hrs, 3 Lab Hrs
8 Credits

Ger C165 Masterpieces of German Literature
Mr Boelcskevy
Selected major works of German literature from the 18th century to the middle of the 20th century. Special emphasis on instruction in writing skills. In English.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Ger C200 Intermediate German I
Mr Boelcskevy, Staff
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression.
Prerequisite: Ger C102 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger C202 Intermediate German (For Reading) II
Staff
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of humanities, natural and social sciences.
Prerequisite: Ger C200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger C206 Audio-Lingual Intermediate German
Staff
A continuation of German C200. Designed for students who want more than a reading knowledge of German. In addition to a thorough grammar review and new vocabulary building, considerable attention will be given to the oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
Prerequisite: Ger C200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger C208 Business German I
Mr Boelcskevy
Fourth-semester level introductory course in the language and concepts of German business and commerce. Emphasis on basic vocabulary, idioms, proper usage in specific areas ranging from resume writing and business correspondence to the fundamentals of business management, marketing and finance, presented in a career-oriented context. Special attention to continuous development of verbal skills. Regular attendance essential.
Prerequisite: Ger C200 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Ger C210 Experiencing German II
Mr Dhority
Continuation of Ger C110. Based on the "Lozanov Method" of teaching language by engaging the total person and by creating a positive, nonstressful, near-native learning situation. Techniques used will include music, dramatic and poetic readings, play-acting, group singing, directed conversations, writing and grammatical reviews. The course endeavors to engage the students in free-structured authentic "German" language experience at all times. The objective is: proficiency in reading, speaking and writing and an enjoyable experience.
Prerequisite: Permission of instructor.
Core Area: Foreign Languages.
15 Hrs/Wk for 6 Wks
8 Credits

Ger C244 Myth and the Study of Myth
Mr Ott
The course provides an introduction both to the nature of myth and the ways people have studied mythology. In the first part of the course, episodes from Greek myth (which has received more attention from the theorists than has Nordic myth) will be read and discussed in the light of various myth theories. In the second part, Germanic myth (*Edda, Volsungasaga, Heroic Lays*) will be approached comparatively and critically; here the student will be called upon to develop and employ critical tools: comparison of patterns in Greek and Nordic mythology, careful attempts to apply various myth theories in terms of their comparative and relative applicability, plus the "external" evidence of archaeology as supportive or contrastive. The student will analyze and interpret evidence via oral presentation (discussion) and written assignments.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Ger C276 Poetic Imagination
Ms Shuman
A course which aims at helping to develop the students' writing skills and ability to think creatively by focusing on the role of the imagination in art and in the psyche. Several short stories (translated from German) will be read. The instructor does a combination of visual and written exercises aimed at freeing each person's imaginative capacities. The students will increase their analytical and writing skills.
Prerequisite: English 101 and 102.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Ger C277 Grimm's Fairy Tales
Mr Spaethling
Fairy tales are among the oldest and simplest forms of literature. They embody archetypal and universal patterns of human behavior and were intended for enjoyment as well as enlightenment. Fairy tales transmit human experience and wisdom of a prescientific age. The fairy tales of the Brothers Grimm, first published in 1812, are among the best known and most available of this literature. The course will deal with such questions as: How and when were these fairy tales collected? What are the origins of the tales? What are the tales' typical literary forms and characteristic features of style? What is the meaning of some of the tales? How do they relate to myth, the human psyche, life experiences of children and adults? What do they teach us? In English.
Core Area: The Arts.
3 Lect Hrs
4 Credits

German

Ger C278 Modern German Drama
Mr Boelcskevy
Major German plays and theatrical movements, from the late nineteenth century to the present, in their artistic and cultural context. Plays and movements discussed include Hauptmann's *The Weavers* (Naturalism); Brecht's *Baal* (Expressionism), *Measures Taken* and *Caucasian Chalk Circle* (Epic Theater); Hochhuth's *The Deputy* (Documentary Drama); and Weiss's *Marat/Sade* ("Total Theater"). Special emphasis on careful critical reading and analytical and interpretative skills. Reading and discussion in English.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Ger 230 Writing Workshop
Ms Shuman
Designed to help students develop their writing skills within the context of a course oriented toward the study of German literature. It will be offered in translation, although alternate copies of the texts in German will be made available for those students who are able to read them in the original. Students will examine three German novellas and write three 3-page papers which will be analyzed by both the instructor and by the students. The course will be conducted on a seminar-style basis, meeting two hours weekly for five weeks. The workshop will be offered twice each semester. (Check with the department for dates.) No knowledge of German required. *Prerequisite: Permission of instructor.*
5 Seminar sessions
1 Credit

Ger 244 Germanic Mythology
Mr Ott
Norse and Teutonic literature with emphasis on the Eddas, Southern Germanic poems, the Icelandic Saga, the nature of myth, and its survival in post-pagan times. Conducted in English.
3 Lect Hrs
4 Credits

Ger 250 German Culture and Civilization from Luther to Hegel
Mr Spaethling
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions will focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered: Luther, Dürer, J S Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, Hegel. In English.
3 Lect Hrs
4 Credits

Ger 251 German Civilization from Romanticism to WW I
Staff
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Büchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, Hesse. Music and the visual arts will also be discussed.
3 Lect Hrs
4 Credits

Ger 253 Goethe and his Age
Mr Spaethling or Mr Hoelzel
German eighteenth-century Classicism in its European context. Focus will be on the development of Goethe's major works from their rococo beginnings through the period of Storm and Stress to the height of classicism and early romanticism. In addition to Goethe the following artists will be discussed: Winckelmann, Lessing, Schiller, Kleist, Novalis, Hölderlin; Mozart, Beethoven, and Schubert. In English.
3 Lect Hrs
4 Credits

Ger 255 Faust — Origin, Legend and the Literary Tradition
Mr Hoelzel
The Faustian tradition: The historical person, the legend and its cultural implications, and a four-century literary tradition. Works will include the *Fausts* of Marlowe, Goethe and Mann. Conducted in English.
3 Lect Hrs
4 Credits

Ger 260 Aspects of Modern German Literature
Staff
Selected masterpieces of modern German literature including works by Mann, Hesse, Kafka and Brecht. Conducted in English.
3 Lect Hrs
4 Credits

Ger 263 Germany in the 20th Century — Weimer and Nazi Culture
Mr Ott
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, *Weltbühne*, the Bauhaus group, and Nazi "*Kultur*". Conducted in English.
3 Lect Hrs
4 Credits

Ger 264 Brecht and the Modern Theatre
Mr Boelcskevy
Brecht's emergence as a significant force in the modern theatre. An examination of his major plays and theory of the epic theatre with selected readings of contemporary European and American dramatists. Conducted in English.
3 Lect Hrs
4 Credits

Ger 265 Hesse, Mann and the Modern Romantic Imagination
Mr Dhority
Major works of Hesse and Mann in the context of both historical and contemporary romanticism. Conducted in English.
3 Lect Hrs
4 Credits

Ger 266 East versus West in Contemporary German Literature
Mr Ott
The emergence of the two Germanies as reflected in the works of Grass, Weiss, Uwe Johnson, Brecht and other representative writers. Conducted in English.
3 Lect Hrs
4 Credits

Ger 267 Jung and Hesse
Mr Dhority
Key works of both authors will be read in order to explore the questions of mutual influences, similarities, and differences. Particular emphasis will be placed on the authors' complementary impact on the humanistic concerns of our day.
3 Lect Hrs
4 Credits

German

Ger 268 German Theatre
Mr Boelcskevy
The tradition of the German theatre from the Middle Ages to the present. Among the playwrights read will be Lessing, Goethe, Schiller, Kleist, Büchner, Hauptmann, Hofmannsthal, Brecht. Course will also include informal classroom performances of some of the dramatic material.
3 Lect Hrs
4 Credits

Ger 269 Rilke in English
Mr Dhority
The course will explore as full a range of Rilke's work as translation will permit. Rilke's novel, his letters, particularly those dealing with the influence of Rodin and Cezanne, as well as the famous *Letters to a Young Poet,* will occupy a considerable portion of the course. The poetry studied will include the *Duino Elegies* and *Sonnets to Orpheus.* Readings and discussions in English.
3 Lect Hrs
4 Credits

Ger 271 Modern Austrian Literature
Mr Boelsckevy
The Austrian literary tradition from the last decades of the Austro-Hungarian Empire to the present, as distinct from the German. Discussion of typical themes and their treatment in works of Schnitzler, Hofmannsthal, Kafka, Rilke, Musil, Handke and other contemporaries. Readings in English translation. No knowledge of German required.
3 Lect Hrs
4 Credits

Ger 272 Austria, 1890-1934, Literature and Culture
Mr Grossman, Mr Boelcskevy
The Austrian cultural and literary tradition from the last two decades of the Austro-Hungarian Empire to the end of the first republic (1934). Examination of the intellectual life in its social and political context. Works of Freud, Mach, Wittgenstein, Schnitzler, Hofmannsthal, Musil, Handke, Klimt, and other contemporaries will be discussed. Course will meet German major requirements.
3 Lect Hrs
3 Credits

Ger 273 Protest and Revolt in German Literature
Mr Hoelzel
Selected analysis of works in German literature since Goethe dealing with themes of protest against established authority ranging from individual insurrection to political revolution.
3 Lect Hrs
4 Credits

Ger 274 Dreams and Visions in German Literature
Ms Shuman
A literature in translation course focusing on works in which a dream and/or vision figures prominently. A variety of literary selections from various periods and genres including also readings from CG Jung. Dreams will be examined both as a universal and particularized manifestation of the creative unconscious which seeks to transmit multi-leveled messages to the dreamer. Their role as part of the creative process itself and then as part of the work of art will be analyzed. The course will aim at teaching the student how to analyze imagery produced in his or her dreams and play and imagery in the literary pieces discussed for the purpose of helping him or her to think and write more creatively and imaginatively.
3 Lect Hrs
4 Credits

Ger 275 Images of Women and Men in German Literature
Ms Horsley
A study of changing cultural images and ideals of female and male as reflected in German literature from the Middle Ages to the present. No knowledge of German required. Also counts toward the Certificate in Women's Studies.
3 Lect Hrs
4 Credits

Ger 280 Special Topics in German Literary and Cultural History
Staff
Announced topics, generally a particular author, work or historical moment.
3 Lect Hrs
4 Credits

Ger 301 Advanced German
Staff
Intensive training in German language skills beyond the intermediate level. The course will combine work in composition, conversation, advanced grammar, and stylistic analysis of texts.
Prerequisite: Ger C202, C206 or equivalent.
3 Lect Hrs
3 Credits

Ger 302 Advanced German II
Staff
A continuation of Ger 301. Besides the basic elements of the core program (composition, conversation, grammar) students will select a special focus for additional work from one of three areas: literary analysis, translation, preparation for study abroad.
3 Lect Hrs
3 Credits

Ger 330 Introduction to German Literature I
Staff
Representative masterpieces of German prose, drama and poetry from the Middle Ages to Goethe will be read and discussed in cultural and historical context. Taught in German.
3 Lect Hrs
3 Credits

Ger 331 Introduction to German Literature II
Staff
Continuation of Ger 330. Will cover representative masterpieces of German prose, drama and poetry from Goethe to the present day. Taught in German.
3 Lect Hrs
3 Credits

Prerequisite for 400-level courses: good reading and listening comprehension of German.

Ger 427 Goethe's Poetry
Staff
A study of the range and style of Goethe's poetry from the early to the late years. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 431 Rilke in German
Staff
A study of Rilke's major works, including *Das Stundenbuch, Neue Gedichte, Duineser Elegien, Sonette an Orpheus, Malte* and selected letters. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 435 German Romanticism
Staff
The major phases of the German romantic movement. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 445 The German Novelle
Staff
The development of the German novelle from the 19th century to the present. Readings and discussions in German.
3 Lect Hrs
3 Credits

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German

Ger 446 German Lyric Poetry
Staff
The development of the German lyric from its beginning to the present. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 455 Naturalism, Neo-Romanticism, and Expressionism
Staff
German literature of the left, the right, and the pacifist movement from 1888 to 1918. Readings from such representative writers as Hauptmann, George, Rilke, Hoffmannsthal, Wedekind and the early Brecht. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 460 German Literature After World War I
Staff
Major works by such authors as Mann, Kafka, Brecht, Hesse, Frisch, Dürrenmatt, Grass. Their relation to 20th century intellectual life of Germany and the West. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 462 Brecht
Ms Bronner
Bertolt Brecht is the most popular playwright of this century. He is politically engaged, yet, at the same time an accomplished poet. Reading his works in the original German rather than in translation will lead to an appreciation of his poetic skill and diction, as well as illuminate his clever plays with every possible semantic facet of word or phrase. Brecht's best known plays, poems, stories, — *Kalender* — *Geschichten* — and an introduction to his theories for theater, and poetry, will be offered during the course. Offered bilingually; comparative reading of English and German texts.
3 Lect Hrs
3 Credits

Ger 465 German Post-War Prose from East and West
Mr Ott
Works by Böll, Grass, Johnson, Binek, Lind and Wolf. Readings and discussions in German.
3 Lect Hrs
3 Credits

Ger 478 Independent Study
Staff
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and chairperson of the department
Hrs by arrangement
1-3 Credits

Ger 479 Independent Study
Staff
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and chairperson of the department.
Hrs by arrangement
1-3 Credits

Ger 480 Special Topics in German Literary and Cultural History
Staff
Announced topics, generally focusing on a particular author, work or historical moment. In German.
3 Lect Hrs
3 Credits

Ger 490 Senior Seminar
Staff
The purpose of the senior seminar is that of integration. Here the major student will have the opportunity of learning how to apply literary analysis and will appreciate all the pertinent skills acquired in prerequisite courses. At the same time, this seminar will guide the student toward independence, leading him or her to either independent study or an honors course during his or her last semester before graduation.
Prerequisite: Ger 330, 331 or permission of instructor.
1.5 Lect Hrs
3 Credits

Faculty

Timothy McCarthy, Associate Professor and Chairperson; Commonwealth Professor Francis L Broderick; Professors Feroz Ahmad, Thomas N Brown, Paul A Gagnon, Walter Grossmann, William A Percy, Richard H Powers, Roger W Prouty, Eric Robinson; Associate Professors Paul S Bookbinder, Spencer DiScala, Paul Faler, Clive Foss, Linda Gordon, David Hunt, Esther R Kingston-Mann, Frances Malino, Susan C Schneider, Lester A Segal, Marshall Shatz, Renee N Watkins; Assistant Professors Hatimali Amiji, Michael Chesson, Jonathan Chu, Malcolm R Smuts, James C Turner

The Department

The educational mission of the Department of History is to offer to as many students as possible the skills, knowledge, insights and perspective on the human condition that the study of history has afforded to people since ancient times. And to acquaint them with the use and relevance of history to themselves and to their society in the late 20th century as extension of experience, as mode of thought and investigation, as contribution to political judgment, as help to self-knowledge, as aid to personal liberation from parochialism, faddism and present-mindedness. We believe that the study of history is indispensable to each of the three aims of education: training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

Majors are required to take at least 12 courses (40 to 42 credit hours) from those offered by the department, including specific requirements as follows:

2	semesters of Introductory History of Western Civilization (Hist 111 and 112, or the equivalent)	8
2	semesters of Introductory History of the United States (Hist 265 and 266)	8
1	semester of a Research and Methods course (Hist 480, 481, 482) or Historiography (Hist 483, 484, 610, 615)	
1	semester of upper-level course work in European History prior to 1715	3
1	semester of upper-level course work in European History since 1715	3
1	semester of upper-level course work in non-Western History (other than European or U.S. History)	3
4	semesters of additional, elective courses, two of which must be upper-level courses	12 or 14
12 courses		40 or 42 credits

The Minor

Minors are required to take at least six courses (21 or 22 credits) from those offered by the department, including specific requirements as follows.

2	semesters of introductory History of Western Civilization (Hist 111 and 112 or equivalent)	8
1	semester of introductory History of the United States (Hist 265 or 266)	4
3	semesters of course work above the 100 level, of which at least two must be taken from courses above the 200-level	9 or 10
6 courses		21 or 22 credits

History

Pass/Fail Option

No course taken on the pass/fail option may be counted towards the requirements for the major or the minor.

Independent Reading

No more than two Independent Reading courses (488, 489) may be counted towards the requirements for the major. No more than one Independent Reading course (488, 489) may be counted towards the requirements for the minor.

Honors

To be eligible for the Honors Program a student must have (a) completed all core requirements for graduation in the College of Arts and Sciences by the end of the junior year, (b) completed two semesters of Western Civilization (or its equivalent), two semesters of the U.S. survey, and four other courses, of which one must be a Research and Methods seminar or Historiography, (c) achieved a University cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year.

A student who wishes to do honors work shall seek out a supervisor willing to direct the honors paper. After receiving the approval of a supervisor, the student shall apply to the Honors Committee for admission to the Honors Program.

An honors candidate shall enroll in History 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor, for the purpose of writing an honors paper. 40-60 pages is suggested as a suitable length. Acceptance of the paper by two of the three members of a Readers' Committee is required for honors.

The requirements for receiving a diploma with honors in history shall be: a) satisfactory completion of all University and departmental requirements for graduation; b) a 3.0 cumulative average in all University courses and a 3.3 cumulative average in all history courses through the senior year; c) satisfactory completion of the senior honors paper as outlined above.

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the department. At least three of the six courses required for the minor must be taken in the department.

Hist C107 Ideas and Morality in the West, 500 BC to 1700 AD
Ms Watkins
A survey of ideas in their historical contexts. Ancient Greece, 12th and 13th century Europe, and the birth of science in the period around 1600 will be stressed.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C108 Ideas and Morality in the West II
Ms Watkins
A survey of ideas and attitudes in historical context. Views of democracy, capitalism and industrialism will be stressed, as well as the changing concept of human nature in the 19th and 20th century.
3 Lect Hrs
Core Area: Historical and Cultural Studies.
4 Credits

Hist C111 Foundations of Western Civilization
Staff
After a brief survey of the ancient world, the course traces the political, economic and cultural development of Western society from the early Middle Ages to 1715. Emphasis will be given to the critical analysis of primary sources.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C112 Modern Civilization
Staff
This course traces the major political, economic and cultural changes which have shaped Western society from the enlightenment to the present. Special attention will be given to the development of skills in written expression and the critical analysis of primary source materials.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C113 Modern World History I
Ms Kingston-Mann
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and Western Europe.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C114 Modern World History II
Ms Kingston-Mann
History of modern Western industrial societies and the non-Western world, 1800 - present.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C120 America: National Unity and Local Diversity
Staff
This course will address the tension in American history between forces seeking a unified national culture and the elements of localism that may take the form of isolation, regional differences, economic differences, ethnic and racial differences.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C121 Technology and Civilization I
Mr Robinson
An introduction to the crucial developments in medieval and early modern science and technology, including cathedral-building, water mills, wind-mills, crop rotations, improved use of horses, the compass, ship design, and printing. Some assessment of the impact of Asiatic and Arabic technology on the Western world. The scientific revolution and its consequences for technology — scientific instruments, the steam-engine, and the switch to coal. Leads to Hist C122.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C122 Technology and Civilization II
Mr Robinson
An introduction to the part played by technology in the industrialization of the Western world. Deals with standardization, rationalization and flow-processes, and examines agricultural technology as well as manufacturing processes. Compares British and American societies.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

History

Hist C123 Revolutions in Modern History
Ms Gordon, Mr Hunt
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe. Training in written and oral expression.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C160 Foundations of African Civilization
Mr Amiji
The internal dynamics of pre-colonial African societies arising from the Bantu migrations. The rise and fall of the Kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies. Training in oral and written expression.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C161 Modern African Civilization
Mr Amiji
The interaction between the West and Africa in the 19th and 20th centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence; Africa, and Afro-American experience, and Pan-Africanism. Training in oral and written expression.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Hist C214 Reason and Tradition: European Thought 1650-1800
Mr Powers
This course will examine the main currents of European thought in the 17th and 18th centuries regarding the role of reason in human society and conduct. Selections will be assigned from the works of Bossuet, Hobbes, Locke, Hume, Voltaire, Smith, Rousseau, Diderot, Burke.
Core Area: Historical and Cultural Studies.
Prerequisite: Sophomore standing.
3 Lect Hrs
4 Credits

Hist C230 Nationalism in the Modern World
Ms Malino
The course will be divided into two parts. The first part will focus on the origins, development and implications of nationalism as a concept and ideological force and on the modern nation-state as its socio-economic and political expression. The second part of the course will examine in detail the emergence and subsequent development of three 20th century national movements — the Irish, Jewish and Arab. There will be continual reference to the 19th century European roots of these movements as well as to their similarities and differences.
Core Area: Historical and Cultural Studies.
Prerequisite: Sophomore standing.
3 Lect Hrs
4 Credits

Hist C265 The American Experience I
Staff
History C265 will introduce students at the intermediate level to the study of American history before 1877. The subject matter will encompass virtually all aspects of American society, and the interrelationship between social structure, economic development, everyday life, culture and formal politics will be explored throughout the course. Attention will be given to the nature of historical inquiry and the development of writing skills.
Core Area: Historical and Cultural Studies.
Prerequisite: Sophomore standing.
3 Lect Hrs
4 Credits

Hist C266 The American Experience II
Staff
A survey of American history from 1877 covering the nature of American social structure, economic development, everyday life, culture, and formal politics. Attention will be given to the nature of historical inquiry and the development of writing skills.
Core Area: Historical and Cultural Studies.
Prerequisite: Sophomore standing.
3 Lect Hrs
4 Credits

Hist 107 Ideas and Morality in the West, 500 BC to 1700 AD
Ms Watkins
A survey of ideas in their historical contexts. Ancient Greece, 12th and 13th century Europe, and the birth of science in the period around 1600 will be stressed.
3 Lect Hrs
4 Credits

Hist 108 Ideas and Morality in the West II
Ms Watkins
A survey of ideas and attitudes in historical context. Views of democracy, capitalism and industrialization will be stressed, as well as the changing concept of human nature in the 19th and 20th century.
3 Lect Hrs
4 Credits

Hist 111 Foundations of Western Civilization
Staff
After a brief survey of the ancient world, the course traces the political, economic and cultural development of Western society from the early Middle Ages to 1715. Emphasis will be given to the development of written expression and to the critical analysis of primary sources.
3 Lect Hrs
4 Credits

Hist 112 Modern Western Civilization
Staff
This course traces the major political, economic and cultural changes which have shaped Western society from the enlightenment to the present. Special attention will be given to the development of skills in written expression and the critical analysis of primary source materials.
3 Lect Hrs
4 Credits

Hist 113 Modern World History I
Ms Kingston-Mann
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and Western Europe.
3 Lect Hrs
4 Credits

Hist 114 Modern World History II
Ms Kingston-Mann
History of modern Western industrial socieites and the non-Western world, 1800 - present.
3 Lect Hrs
4 Credits

History

Hist 121 Technology and Civilization I
Mr Robinson
An introduction to the crucial developments in medieval and early modern science and technology, including cathedral-building, water mills, wind-mills, crop rotations, improved use of horses, the compass, ship-design and printing. Some assessment of the impact of Asiatic and Arabic technology on the Western world. The scientific revolution and its consequences for technology — scientific instruments, the steam-engine, and the switch to coal. Leads to Hist 122.
3 Lect Hrs
4 Credits

Hist 122 Technology and Civilization II
Mr Robinson
An introduction to the part played by technology in the industrialization of the Western world. Deals with standardization, rationalization and flow-processes, and examines agricultural technology as well as manufacturing processes. Compares British and American experience.
3 Lect Hrs
4 Credits

Hist 123 Revolutions in Modern History
Ms Gordon, Mr Hunt
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe. Training in written and oral expression.
3 Lect Hrs
4 Credits

Hist 160 Foundations of African Civilization
Mr Amiji
The internal dynamics of pre-colonial African societies arising from the Bantu migrations. The rise and fall of the kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies. Training in oral and written expression.
3 Lect Hrs
4 Credits

Hist 161 Modern African Civilization
Mr Amiji
The interaction between the West and Africa in the 19th and 20th centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence, Africa, and Afro-American experience, and Pan-Africanism. Training in oral and written expression.
3 Lect Hrs
4 Credits

Hist 165 East Asian Civilization I
Staff
An introduction to the traditional civilizations of China and Japan from the earliest times to the arrival of Western powers. Training in oral and written expression.
3 Lect Hrs
4 Credits

Hist 166 East Asian Civilization II
Staff
The political, social, economic and intellectual problems resulting from the Western impact on China and Japan, as well as Korea and Vietnam. Training in oral and written expression.
3 Lect Hrs
4 Credits

Hist 207 Introduction to Classical Archaeology
Mr Foss
A survey of art, archaeology, and history of the Bronze Age of Greece and Asia Minor. Introduction to the methods and aims of archaeology and the geographical and historical background of the period. The major area cultures — the Minoan Civilization, Mycenaean Greece, Troy, and the Hittite Empire.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 265 American History I
Staff
A survey of American history from 1763 to the Civil War. The expansion and consolidation of the American union, the development of national and international policies and the cultural and economic forces that shaped them.
3 Lect Hrs
4 Credits

Hist 266 American History II
Staff
A survey of American history from the Civil War to the present. Expansion and consolidation of the American union, the development of national and international policies and the cultural and economic forces that shaped them.
3 Lect Hrs
4 Credits

Hist 301 Greek History
Mr Foss
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 302 Roman History
Mr Foss
The Roman state from its origins until the triumph of Christianity. Republic and Empire will receive equal attention. Hist 301 and 302 together provide a continuous history of the Mediterranean world from about 700 BC to 300 AD
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 304 The Dark Ages
Mr Percy
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD.
3 Lect Hrs
3 Credits

History

Hist 305 The High and Later Middle Ages
Mr Percy
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities — famine, plague, and war — of the 14th and 15th centuries.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 307 Age of the Renaissance and Reformation I
Ms Watkins
Men, ideas, and institutions of 14th century through 16th century Europe.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 308 Age of the Renaissance and Reformation II
Ms Watkins
Men, ideas, and institutions of 14th century through 16th century Europe.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 310 Age of Baroque
Mr Grossmann
Europe in the seventeenth century. In the midst of religious and political struggles, a new world order emerges. Transformation from traditional thought to new scientific categories and a flowering of new expressions in the arts.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 311 Europe in the Age of the Enlightenment
Mr Grossman
The main currents of 18th century European thought in their historical setting.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 313 Europe in the Nineteenth Century
Mr Powers
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
4 Credits

Hist 315 Europe in the Twentieth Century I
Mr Gagnon
Political, economic, social and intellectual history of Europe, with attention to extra-European influences, from 1900 to 1939.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 316 Europe in the Twentieth Century II
Mr Powers
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1939 to the present.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 320 Tudor-Stuart England
Mr Smuts
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the 16th and 17th centuries, to 1660.
3 Lect Hrs
3 Credits

Hist 321 England in the Age of Revolution, 1660 to 1850
Mr Smuts
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the 18th and 19th centuries.
3 Lect Hrs
3 Credits

Hist 322 Britain and the Empire since 1850
Mr Prouty
Britain and the Empire from their zenith in 1850 to the present; Pax Britannica to Commonwealth and Common Market. The history of modern Britain is inextricably interwoven with that of the Empire. This course describes the Empire at its height, traces the events at home and abroad that weakened Britain's role in the world and led to the Empire's dissolution and to Britain's return, after 350 years, to integration with Europe.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 323 Russian History I
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 324 Russian History II
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 328 German History to 1815
Mr Bookbinder
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
3 Lect Hrs
3 Credits

Hist 329 German History since 1815
Mr Bookbinder
German liberalism, nationalism, conservatism in 19th century, revolution of 1848, unification, World War I, Weimar, and the Nazi period.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

History

Hist 330 Early Modern France: Evolution of the Ancien Regime
Mr Segal
Social, political, and intellectual currents and institutions in France from the Renaissance to the end of the *ancien régime.*
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 331 France since 1789
Mr Gagnon
The development of parliamentary institutions and crises in their social, economic and intellectual setting, and France's role in the world.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 333 The History of Italy, from Renaissance to 1870
Mr DiScala
Developments in Italy from the end of the Renaissance to 1870, with emphasis on the 18th century and the Risorgimento.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 334 The History of Italy, 1870 to the Present
Mr DiScala
Italian history since 1870, including an examination of Golittian, Fascist and Republican Italy.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 337 Jewish History: Ancient
Mr Segal
Political, social and intellectual development in Jewish society from biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 338 Jewish History, from the Spanish Expulsion to Modern Statehood
Mr Segal
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East from the late 15th century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hassidism, enlightenment, emancipation and 19th century responses to modernism, Jewish experience in the 20th century.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 339 Irish History, 1688 to the Present
Mr Brown
The forces and movements in the development of Irish Nationalism and the achievement of national independence.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 342 History of European Ideas I
Mr Powers
Main currents of European thought in the 17th and 18th centuries.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 343 History of European Ideas II
Mr Powers
Main currents of European thought in the 19th and 20th centuries.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 350 Middle East I: 570 to 1258
Ms Malino
This course, which covers the period from Muhammed's birth to the Mongolian conquests, focuses on the origins of Islam and its development as a triangle of culture, religion and history, as well as on the emergence, achievements and disintegration of the Islamic Empire
3 Lect Hrs
3 Credits

Hist 351 Middle East II: 1258 to the Present
Ms Malino
After examining the origins of the Turkish presence in the Middle East, this course will explore the development of the religious and political institutions of the Ottoman Empire, their protection of Islam, and the subsequent confrontation of both Islam and the Empire with the challenge of Western Nationalism and Imperialism.
3 Lect Hrs
3 Credits

Hist 355 Colonial Latin America
Ms Schneider
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between Colonial Latin America and other contemporary and later empires.
Note: This course is a requirement for the Latin American Studies Concentration.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 356 Latin America since Independence
Ms Schneider
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the 19th and 20th centuries, and the resulting political and social consequences.
Note: This course is a requirement for the Latin American Studies Concentration.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 360 Traditional China
Staff
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

History

Hist 361 History of Modern China
Staff
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 362 Modern Japan
Staff
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 364 From Rebellion to Independence: India since 1857
Mr Ahmad
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 365 Problems in African Civilization
Mr Amiji
Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon and traditional African societies. Problem-oriented, rather than chronological approach. The origins and spread of Islam to sub-Saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim brotherhoods, Mahdism and Messianic movements, development of Afro-Islamic literature and scholarship — Swahili, Hausa, and Arabic — and the influence of Islam on modern nationalism and Pan-Africanism.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 366 History of East Africa
Mr Amiji
Modernization and social change in Kenya, Uganda and Tanzania. Such topics as the protonationalist movements of the 19th century, the politics of survival in the inter-war period, the problems of European and Indian settlers, the development of political parties and liberation movements, particularly the Mau Mau movement, African socialism, and the problems of ethnicity and national integration.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 370 American Colonial History: The Earliest Settlement to 1763
Mr Chu
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the 17th and 18th centuries.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 371 Age of the American Revolution, 1763 to 1789
Mr Chu
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 372 The Early Republic
Mr Chu
Survey and analysis of the early development of the United States as an independent federal republic. Focus will be on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (Presidency, congress, judiciary, political parties), and change in the social, ideological and cultural environment.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 373 American Slavery
Mr Chesson
The Afro-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 374 Age of Jackson
Mr Faler
The social, economic, political and cultural history of the United States from 1815 to 1861.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 375 Civil War and Reconstruction History
Mr Chesson
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 376 American Urban History
Mr Chesson
The urbanization of the United States from the colonial era to the Great Depression with coverage of chronological and geographical developments as well as special topics of city life.
Prerequisite: Sophomore standing
3 Lect Hrs
3 Credits

Hist 379 The United States in the Twentieth Century, 1900 to 1937
Mr Brown, Mr Broderick
American politics and culture from the Progressive period through the New Deal.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs
3 Credits

Hist 380 The United States in the Twentieth Century, 1937 to the Present
Mr Brown, Mr Broderick
American politics and culture from the New Deal to the present.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs
3 Credits

History

Hist 382 Ideas and Society I
Mr Turner
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the 17th century through the mid-19th century. Primary emphasis on religious, social, and political thought.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 383 Ideas and Society II
Mr Turner
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the mid-19th century to the present. Primary emphasis on social, scientific, and religious thought.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 384 Science and Medicine in America
Mr Turner
The development of scientific and medical ideas and institutions in the United States from the colonial period to the present. The course will explore the influence of cultural and economic change on science and medicine and will examine the relationship of science and medicine to government and society.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 386 History of American Foreign Policy, 1763 to 1900
Staff
Survey of United States foreign policy and relations with the rest of the world, from the colonial period to the end of the 19th century. Emphasis on domestic sources of foreign policy and US expansionism.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 387 History of American Foreign Policy, the Twentieth Century
Staff
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, Cold War, diplomacy, and the debate over America's role in world affairs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 390 Kennedys of Boston
Staff
This course provides a background for the Kennedys and their times. It analyzes some of the political and cultural processes of which the Kennedys were a part. The course will feature the use of audio-visual and archival materials from the Kennedy Presidential Library. Guest speakers will supplement lectures by members of the History and Political Science departments.
3 Lect Hrs
3 Credits

Hist 391 American Technology
Mr Robinson
This course analyzes the developments in United States technology from the 18th century to the 20th. It does not attempt to be all-inclusive but concentrates on selected topics such as the American system of manufactures and the emergence of mass-production techniques, changes in energy utilization, the development of the iron and steel industries and of the machine-tool industry and agricultural technology. Comparisons will be made throughout with British technology.
Prerequisite: Sophomore standing.
3 Lect Hrs
3 Credits

Hist 392 History of Working People in America
Mr Faler
A history of working people in America, from colonial times to the present, with special emphasis on industrialization, its economic and social impact on workers, and the ways in which working people respond to those changes.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 393 A Social History of Working-Class Women
Ms Gordon
General social history of women and institutions that governed their lives — the family, sexual and reproductive practice, child-raising practices, the social organization of work and control over the means of production.
Prerequisite: Introductory History, a women's studies course and Junior standing.
3 Lect Hrs
3 Credits

Hist 394 History of Feminism
Ms Gordon
The political and cultural rebellion of women in England and America from the late 18th century to the present, including the contemporary women's liberation movement, women's rights movements, and women's participation in the labor movement, the socialist and communist movements, abolitionist struggle and the civil rights movement.
Prerequisite: Introductory History, a women's studies course and Junior standing.
3 Lect Hrs
3 Credits

Hist 395 History of Boston
Mr Prouty
A general survey from 1630 to the present emphasizing the variety of people who gave this seaport its special character and prominence in American history.
3 Lect Hrs
3 Credits

Hist 398 Constitutional History of the United States
Mr Broderick
This course proposes to examine the changing constitutional structure — national, and federal as it applies to states, and the triune separation of powers within the national government — from 1781 to the present.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 399 The American University
Mr Powers
A review of the traditional function and character of higher education in American society, and an examination of recent fundamental changes in both.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

History

Hist 404 Medieval Law
Mr Percy
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 405 The Medieval Mind
Mr Percy
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 408 Religious Revolutions
Ms Watkins
This course introduces the student to moments of revolt and reform in the history of religion. Course examines both what is unique and what is similar in the events and ideas which brought Christianity into being out of Judaism, Islam out of the tribal religious customs of the Arabs, Protestantism out of Catholicism, Hassidism out of 18th century Judaism, Buddhism out of Hinduism, and, in its adaptation to China, out of Taoism.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 423 The Russian Revolution, 1917
Ms Kingston-Mann
The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided pre-revolutionary opponents of the Tsarist regime in 1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 424 The Stalin Era
Mr Shatz
An investigation of Stalin's rise to power, his methods of rule, and the place of the Stalin Era in Russian History.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 425 History of the Russian Intelligentsia, Eighteenth Century to the Present
Mr Shatz
Rise and development of political dissidents in Russia, from the origins of the intelligentsia in the eighteenth century to Stalin's purges of the 1930's.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 426 Literature and History, Russian 1825 to 1917
Ms Kingston-Mann
The interaction between Russian literature and Russian history between 1825-1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 428 The Germanies Since 1945
Mr Bookbinder
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

Hist 429 Hitler, A Man and His Times
Mr Bookbinder
A focus on the life and career of Adolf Hitler to elucidate an important period in German and European history.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Hist 431 The French Revolution
Mr Hunt
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 443 Marx and Freud: Studies in Modern Intellectual History
Mr McCarthy
A comparison of the approaches of Marx and Freud to political and social problems.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs
3 Credits

Hist 446 History of Feminist Thought
Ms Gordon
An upper level survey of feminist theory, European and American. It will concentrate primarily on the development of feminist thought between the late eighteenth century and the present, reading such theorists as Wollstonecraft, Mill, Gilman, Marx, and contemporary women's liberation writers.
Prerequisite: Introductory History, a women's studies course and Junior standing.
3 Lect Hrs
3 Credits

Hist 450 Modernization, Nationalism and Revolution in the Middle East
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: Introductory History, preferably Hist 111 or 112.
3 Lect Hrs
3 Credits

Hist 451 Modernization, Nationalism and Revolution in the Middle East II
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: Introductory History, preferably Hist 111 or 112.
3 Lect Hrs
3 Credits

History

Hist 478 Special Topics
Staff
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period.
Hrs by arrangement
1-4 credits

Hist 479 Special Topics
Staff
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period.
Hrs by arrangement
1-4 Credits

Hist 480 Seminar in European History
Staff
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
3 Lect Hrs
3 Credits

Hist 481 Seminar in American History
Staff
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
3 Lect Hrs
3 Credits

Hist 482 Seminar in Latin American History
Ms Schneider
A problem course intended to give training in historical research and writing. The field of Latin American study varies each semester.
3 Lect Hrs
3 Credits

Hist 483 Marxist Historiography
Ms Gordon
Readings of some of the historical writings of Karl Marx and more recent historians writing from a Marxist perspective, such as W E B Dubois, E P Thompson, Eugene Genovese, Sheila Rowbotham, and others. In the second half of the seminar, students are asked to prepare either a research paper on some topic of modern history using some aspects of a Marxist analysis or a critical paper about the work of a Marxist historian.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 484 Works of Great Historians
Mr Grossman
Seminar in methods. The purpose is to acquaint the majors in history with the works of great historians. The historical method, literary style, ideological orientation in the works to be studied are carefully examined.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Hist 488 Independent Reading
Staff
Guided reading and research, may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement
1-3 Credits

Hist 489 Independent Reading
Staff
Guided reading and research, may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement
1-3 Credits

Hist 490 Honors Thesis
Staff
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with Honors in History.
Prerequisite: History major, senior standing, with a 3.0 general cumulative average and a 3.3 cumulative average in history.
Hrs by arrangement
3 Credits

Hist 610 American Historical Tradition
Staff
This course will explore the major schools of American historical interpretation and study the historical controversies that surround major developments in the history of the United States. Among the many historians to be discussed are Bancroft, Turner, Beard, Hofstadter, and Williams.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 615 European Historical Tradition
Mr Powers
This course will introduce students to a number of major European historians, chosen for their contribution to major developments in the writing of history, and to scholarship in a wide range of fields. Among the historians to be discussed are Voltaire, Ranke, Burckhardt, and Toynbee.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 620 Biography
Mr Shatz
The art and craft of biographical writing. The course will examine a variety of approaches to biography, e.g., psychobiography, literary biography, political biography. Representative examples of each of these approaches will be analyzed. Particular attention will be paid to the retrieval and critical use of biographical materials, such as autobiography, archives, oral sources.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 640 England, America and Revolution
Mr Smuts, Mr Chu
This course will examine the nature of politics and political practice in both the colonies and Great Britain during the 18th century. The major focus on the course will be the ways in which distinctive English and American political cultures emerged out of a common tradition.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 645 History and Social Theory
Mr McCarthy
This course examines the relation between history and social theory as exemplified in two major traditions of 19th century thought — conservative and liberal. Among the figures to be discussed are Burke, DeTocqueville, Mill and J F Stephen.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 656 Topics in the History of Charlestown
Mr Brown
A seminar on selected topics in the development of Charlestown, a Boston neighborhood, from the late 18th century to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Humanities Courses

Human C125 The Image of Man in Western Thought
Mr McCarthy, Mr Powers
This course examines the theme of human nature as reflected in the great works of the Western tradition. Included are works by Plato, St Augustine, Hobbes, Rousseau, and Freud. Students will develop skills in verbal expression by writing papers on each of the texts, and papers involving comparison of two or more. These papers will be carefully evaluated with respect to logical coherence, grammar and style. Reading skills will be developed by the analysis of difficult and complex tests.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Human 115 Masterpieces in Western Literature I
Ms Robinson
Selected works in various genres and from various periods by such major writers as Homer, Sophocles, Dante, Shakespeare, Goethe, Tolstoy, and Faulkner. Special attention to writing.
3 Lect Hrs
4 Credits

Human 116 Masterpieces of Western Literature II
Mr Schreiber, Mr Helms
A selected survey of literary masterpieces by such writers as Dante, Chaucer, Machiavelli, Cervantes, Shakespeare, Milton, Molière, and Goethe. Foreign language texts in translation. Topics include the literary representation of good and evil, the nature of the tragic figure, crime and punishment, and the relations between individual and state.
3 Lect Hrs
4 Credits

Human 249 African Literature
Ms Truesdell
An introduction to contemporary African fiction and poetry. Works by such writers as Armah, Kgositsile, Laye, Achebe, and others will be examined in the context of the social and political background from which they emerged, with particular emphasis on the situation and role of the writer in Africa today.
3 Lect Hrs
3 Credits

Human 254 Romanticism and European Literature
Mr Ott
The course focuses in lecture and discussion on the manifestation in literature of the Romantic Movement in Europe as one of the historic forces still shaping all our lives. The development of Pre-Romanticism and Romanticism in England, Germany, and France is traced via representative readings (Goethe'e *Sorrows of Young Werther,* Eichendorff's *Memoirs of a Good-for-Nothing,* Chateaubriand's *Atala*) and poetry (by such figures as Goethe, Eichendorff, V Hugo, Wordsworth, Coleridge, Shelley). It will be seen how certain Romantic notions of the individual, of love, and of nature, still influence our thinking and feeling and ways of dealing with the world.
3 Lect Hrs
3 Credits

Human 260 Visionary and Prophetic Modes in Literature
Mr Schreiber
Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse, and primitive poetry. Theoretical works about non-rational perception. Tarot readings and the I-Ching.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Human 263 Proust, Joyce and Mann
Staff
Vision of self, of society, of art and reality as seen by three major contributors to 20th century man's understanding of himself. Studied in comparative context.
3 Lect Hrs
3 Credits

Human 265 The Faust Tradition
Mr Hoelzel
A lecture course emphasizing critical interpretation of major texts in the Faust tradition by Marlowe, Goethe, I A Richards, John Hersey, and Thomas Mann. Attention is given to the evolution of the legend and to other adaptations of Faustian material.
Prerequisite: Engl 101 or permission of instructor.
3 Lect Hrs
4 Credits

Human 270 Gay Literature
Mr Schreiber
The study of selected works of Western gay literature and discussion of themes and issues suggested by these works. Representative authors include Sappho, Plato, Woolf, Barnes, Shakespeare, Genet, Mann, Forster, and many contemporary female and male writers.
3 Lect Hrs
3 Credits

Human 271 The Literature of the Holocaust
Mr Hoelzel
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course will begin with a brief history of the holocaust. On occasion the course will include a guest lecture as well as an interview with a survivor.
3 Lect Hrs
4 Credits

Human 283 The Image of Women in Literature
Ms Dittmar, Ms Ferguson, Ms Washington
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer and Lessing.
3 Lect Hrs
4 Credits

Human 325 Madness in Literature
Staff
An examination of madness and the madman as his or her face appears in literature from the fifteenth century to the present, as well as a study of various philosophers, psychologists and psychoanalysts who remark upon the mind's disorientation with itself.
3 Lect Hrs
4 Credits

Human 343 Myth and Literature
Staff
A study of myths and mythic literature using techniques from several disciplines toward the end of understanding both the nature of myth and its relationship to literature.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs
3 Credits

Human 345 Fantasy and Utopia
Mr Crossley
A study of types and modes of fantasy in literature, such as science fiction, utopian romance, fairy-tale, satiric voyage, and tales of the preternatural.
3 Lect Hrs
3 Credits

Interdisciplinary Courses

Humanities

Human 347 Readings in European Fiction
Mr Stock
The art and thought of such major European novelists as Dostoevsky, Tolstoy, Stendhal, Gide, Mann, and Kafka.
3 Lect Hrs
3 Credits

Human 353 Literature of Courtly Love
Ms McAlpine
A study of the courtly ethos as represented in such texts as troubadour's lyrics, Chrétien's Romances, Gottfried's *Tristan*, Dante's *Vita Nuova*, and Chaucer's *Troilus and Criseyde*.
3 Lect Hrs
3 Credits

Human 374 Women and the Feminine in Myth
Staff
An exploration of women in "primitive" myths; theories of distortions of these myths by cultural change; the Jungian concepts of the feminine (Anima, Great Mother, etc.); attempts by modern artists to restore the feminine to our myths.
3 Lect Hrs
3 Credits

Human 390 Ancient and Medieval Epic
Mr Bowen
A study of heroic literature in relation to its roots in mythological narrative. The continuity of the tradition is followed in readings from the ancient Near East, Homeric Greece, and Medieval Ireland, Scandinavia, England, and France.
3 Lect Hrs
3 Credits

Human 405 Innocence: The Quest from Sophocles to Sam Beckett
Ms Watkins, Mr Helms
Combining literary analysis and intellectual history, the course will examine the concepts of innocence and guilt in the Western ethical tradition. Readings from ancient myth, the Bible, Sophocles, Milton, Blake, Dostoevsky, Kafka, Dylan, Beckett, et al.
3 Lect Hrs
3 Credits

Interd C125 Science for Humane Survival I
Mr. Alper
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class will turn to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. The second semester will focus on "local" problems. Among the topics discussed will be food and nutrition, health care, scientific management, and several aspectsof biological determinism including social Darwinism, genetic screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites.
Core Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr
4 Credits

Interd C126 Science for Humane Survival II
Mr Alper
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class will turn to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. The second semester will focus on "local" problems. Among the topics discussed will be food and nutrition, health care, scientific management, and several aspects of biological determinism including social Darwinism, genetic screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites.
Core Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr
4 Credits

Interd 104 Into the Ocean World
Staff
An interdisciplinary course introducing the many disciplines that touch on the sea — the marine sciences, maritime history, marine politics and economics, marine art and literature. Team taught by experts in the sciences, social sciences, humanities and arts, the course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. Students will not become expert in any one aspect of marine study. Rather, they will learn to interrelate the many perspectives required to understand the marine environment and to make decisions about the oceans.
Admission to the course by interview only.
3 Lect Hrs and field trips
3 Credits

Interd 105 Industrial Society — Concepts and Conceptualization in the Social Sciences
Mr Simonds
An introduction to the concepts and methods of the various social sciences by means of predisciplinary investigation of the phenomenon of industrial society. Meets one semester of the freshman writing requirements.
6 Lect/Disc Hrs
8 Credits

Irish Studies Concentration

Interdisciplinary Studies

Interd 130 Learning and Schooling
Staff
This course will study some of the changes in schools exemplified in the creation of "Free Schools" and "Open Classrooms" in an attempt to raise and discuss some basic questions about schools and children. The topics covered will be freedom and control in education, schools and the transmission of dominant social values, human development and curriculum, and learning and knowledge. Emphasis will be put on the goals, methods, and problems of both traditional public schools and free schools as they are exemplified in practice. Consideration will be given to other alternatives to traditional schooling that have been attempted — such as the high school without walls — as well as to questions about community control of schools and the deschooling theory. This course will not only be taught through lecture and group discussions, but also through the use of films and, where possible, visits to free schools and open classrooms.
6 Lect/Disc Hrs
8 Credits

Interd 200 Communication Theory
Mr Bruss
An introduction to the analysis of the varied forms of communication, for example, Saussurean structuralism, information theory and the observation of behavior. Applications to animal communication, literature and the fine arts, the human "unconscious," culture, folklore, sign language, conversation, politics and electronic media such as television, computers and film.
Prerequisite: Sophomore standing.
3 Disc Hrs
3 Credits

Interd 530 Internships in Learning and Schooling
Staff
Supervised in-service training as tutors and discussion leaders in Learning and Schooling. The interns counsel and assist individual freshmen in basic problems of reading and writing, attend team-teaching meetings, attend lectures in Learning and Schooling, and help lead discussion groups.
Prerequisite: Interested students must apply to the faculty teaching Learning and Schooling.
8 Credits

Director

Associate Professor Shaun O'Connell

The Program

The Irish Studies Concentration is an interdisciplinary program designed to provide students with the opportunity to study the heritage of Irish and Irish-American culture, primarily through literature and history. Course offerings represent major aspects of Irish culture from the Celtic period to the present.

Special emphasis is placed upon both ancient and modern aspects of Irish culture. Courses in Ancient Ireland and Early Celtic Literature in Translation provide students with a basis for understanding the development of Irish culture. A study of Irish History, 1688 to the Present, links Ireland old and new. Courses on the Irish Renaissance provide an understanding of a period of great achievement in world literature, particularly through the study of Ireland's finest writers, James Joyce and William Butler Yeats. A study of the development of Ireland in this century focuses attention on the social and political upheaval surrounding the uprising of 1916, partition, civil war and the gradual emergence of an independent Irish Republic, separated from the North. A study of recent Irish literature examines continuing literary achievement in Ireland, particularly in what is called the Ulster Revival.

Because Irish people emigrated to America in vast numbers during and after the Great Famine of the 1840s — being changed by the experience of leaving their homeland and, in turn, changing their new land — other courses in the Irish Studies Concentration examine the Irish-American experience. The Irish immigrant is studied in several contexts: ethnic, regional and literary. Boston and Charlestown, sites of Irish settlement, are examined. The Kennedys of Boston, one model of Irish-American achievement, are studied. The literature of Irish-Americans — particularly writings of Eugene O'Neill, F Scott Fitzgerald, James T Farrell and John O'Hara — is read as a mode of ethnic and national identity. The Irish Studies program also provides opportunities for Independent Study. In addition to the University Library, (research sources include the Kennedy Library,) the Boston Public Library and, by arrangement, the Irish Collection at Boston College. Arrangements can be made for students to take selected courses offered by other Irish Studies programs in the area.

Requirements and Recommendations

Six courses are required for completion of the Irish Studies Concentration. Whenever possible, students should take History 339 (Irish History), English 414 (Early Celtic Literature in Translation), or Irish Studies 201 (Ancient Ireland) before enrolling in courses which focus upon more recent material. Students are strongly urged to enroll in at least one course from each of the three major areas before completing the requirements. Each student in the concentration should plan his or her program with the Director or another member of the Irish Studies Committee.

Department of Italian

Irish Studies

The following courses count toward the Irish Studies Concentration:

Ancient Ireland
Irish Studies 201 (Ancient Ireland)
Engl 414 (Early Celtic Literature in Translation)

Modern Ireland
Hist 339 (Irish History, 1688 to the Present)
Hist 322 (Britain and the Empire since 1850)
Engl 415 (Irish Literature)
Engl 391 (Joyce)
Engl 392 (Yeats)
Engl 419 (Recent Irish Writing)

Irish-American
AmCiv 301E (Aliens and Anglo-Saxons: The Immigrant in American Society, 1880-1924)
Hist 395 (History of Boston)
AmCiv 301C (Charlestown: The Historical Study of an Old Neighborhood)
AmCiv 390 (The Kennedys of Boston)
ThrArt 213 (American Theatre Before O'Neill)
Engl 324 (Short Story)
Engl 416 (Irish-American Literature and Culture — also listed as AmCiv 301F)
Engl 478, 479 (Independent Study I and II)

Transfer Credit Policy

Credit for courses taken elsewhere may be discussed with the Director.

Course Description

Irish Studies 201
Ancient Ireland
Mr Bowen
A cultural and historical survey of Ireland from the prehistoric period to the end of the middle ages. The course will examine such topics as the following: Ireland's pre-Celtic inhabitants and their archeology; Celtic population groups, their religion and social organization; the religious and artistic heritage of Celtic Christianity; the impact of Norse and Norman invasions on the native civilization.
3 Lect Hrs
4 Credits

Faculty

Antonio Carrara, Associate Professor and Chairperson; Professor Vito R Giustiniani; Associate Professors Giuseppe Bisaccia, Gerald C. Volpe

The Department

The department offers courses in elementary language study to small groups of students, with a language laboratory to augment the work of the classroom. For those who have some knowledge of the language, there are intermediate and advanced courses in the language arts, composition, conversation and stylistics. They can lead to specialization in the department program, which includes courses in the various periods of Italian literature, Italian culture, and advanced language. The department offers, as well, courses in English on various aspects of Italian culture, such as politics, literature and cinema, and the Italian-American experience. Courses range from the traditional lecture course to the small seminar on a particular topic. The department also offers courses leading toward certification for the teaching of Italian in secondary schools.

Requirements

Students wishing to major in Italian must have achieved intermediate competence before embarking on the major program itself.

The Major

All Italian majors must earn a minimum of 30 credits at the 300 level or higher, including:
Ital 301, 302 (Composition and Conversation; Advanced Grammar and Stylistics)
Ital 311, 312 (Introduction to Italian Literature, I, II)

Insofar as possible all majors should have taken these four courses as prerequisites for advanced literature courses. The remaining six courses must be distributed in the following manner: at least one course from each of the following periods: 1. Middle Ages (thirteenth and fourteenth centuries); 2. Renaissance and Baroque (fifteenth through eighteenth centuries); 3. Modern period (nineteenth and twentieth centuries). Exception to these requirements may be granted only by the departmental Curriculum Committee.

Teacher Certification

Candidates for the Teacher Certification Program in Italian should have taken Ital 500 and completed their major requirements before enrolling in TchCer 547.

Prior to making application to the program, preferably at the beginning of the junior year, students should contact the department chairperson for more detailed information concerning other departmental criteria for acceptance into the program.

Italian

Honors

To graduate with honors, a student must: 1. achieve a 3.5 average in his or her Italian studies; 2. submit to the Italian Department a short research paper written during the second semester of his or her senior year under the supervision of the departmental advisor; 3. take the comprehensive examination; 4. be recommended by the departmental Honors Committee; 5. attain a 3.0 overall grade average.

The student may elect to discuss his or her honors paper in an open departmental meeting instead of taking the oral part of the comprehensive examination.

The department grants 6 credits towards the total 30 major credits for successful completion of the honors program.

Transfer Credit Policy

A student who transfers from another accredited institution may be granted up to fifteen credits toward the major requirement. Transfer students must, however, consult with the chairperson of the department as early as possible after registration.

Ital C101 Elementary Italian I
Mr Bisaccia and Staff
For students who have no creditable training in Italian, intensive practice in the four language skills, with an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital C102 Elementary Italian II
Mr Bisaccia and Staff
The continuation of Ital C101. Intensive practice in the four language skills, with an audio-lingual approach.
Prerequisite: Ital C101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital C165 Masterpieces of Italian Literature
Mr Volpe
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's *Vita Nuova*, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's *The Prince,* Goldoni's Theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and the fundamental principles of art will be examined. The basic skills emphasized are creative thinking, through close textual analysis, and writing.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Ital C201 Intermediate Italian I
Mr Carrara and Staff
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Ital C102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Ital C202 Intermediate Italian II
Staff
A continuation of Ital C201. An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Ital C201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Ital C267 The Renaissance View of Man
Mr Bisaccia
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Ital 261 The Contemporary Italian Novel
Staff
An analysis of the leading artistic and social problems of the twentieth century in such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
3 Lect Hrs
4 Credits

Ital 262 The Theatre of Italy
Staff
The evolution of the theatre from the Renaissance to the Avant-Garde. Readings and discussions in English.
3 Lect Hrs
4 Credits

Ital 265 Masterpieces of Italian Literature
Staff
A study of some of the representative authors from the Middle Ages to the modern era. Readings and discussions conducted in English.
3 Lect Hrs
4 Credits

Ital 266 Political Thought in Italian Literature
Staff
Political ideas from medieval universalism to modern nationalism. Readings and discussion in English.
3 Lect Hrs
4 Credits

Ital 268 The Italian-American Experience — Literature and Society
Mr Volpe
A study of the contribution of Americans of Italian descent to the American civilization, and of the interaction of the two cultures, through works of fiction and non-fiction. Consideration of the regions from which the original immigrants came. Readings and discussions in English.
3 Lect Hrs
4 Credits

Ital 270 Dante's Divine Comedy
Mr Volpe
A close reading of Dante's masterpiece — *Inferno, Purgatory, Paradise* — in the context of medieval civilization. Readings and discussions in English.
3 Lect Hrs
4 Credits

Ital 275 Italian Culture and Civilization
Staff
A study of the major contributions of Italy to world culture and civilization from the 13th century to the present day. No knowledge of Italian required.
3 Lect Hrs
3 Credits

Italian

Ital 276 The Italian Cinema
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary and social history from neo-realism through the 1960's. Films by Rosselini, Visconti, DeSica, Fellini, Antonioni, Pasolini. No knowledge of Italian required.
3 Lect Hrs
4 Credits

Ital 298 Tutorial I
Mr Carrara
Course is designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: Ital C202 or departmental prognostic test.
Hrs by arrangement
1-2 Credits

Ital 299 Tutorial II
Mr Carrara
Course is designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: Ital C202 or departmental prognostic test.
Hrs by arrangement
1-2 Credits

Ital 301 Italian Composition and Conversation
Mr Carrara
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisite: Ital C102 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 302 Advanced Grammar and Stylistics
Mr Carrara
The main objective of this course is to give students a more complete knowledge of Italian morphology and syntax, and a more detailed comprehension of style and literary genres. Various methods will be employed including written translation from English to Italian and a structural analysis of Italian texts.
Prerequisite: Ital 301 or equivalent.
3 Lect Hrs
3 Credits

Ital 311 Introduction to Italian Culture through Literature I
Mr Bisaccia
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: Intermediate Italian.
3 Lect Hrs
3 Credits

Ital 312 Introduction to Italian Culture through Literature II
Mr Bisaccia
A continuation of Ital 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: Intermediate Italian.
3 Lect Hrs
3 Credits

Ital 320 Dante and the Duecento
Mr Carrara
Dante's lyric poems examined in the light of the Italian lyrical tradition from the Sicilian school to the Dolce Stil Nuovo.
Prerequisite: Ital 311 or departmental permission.
3 Lect Hrs
3 Credits

Ital 321 Dante — Commedia I
Mr Volpe
Selections from the earlier works of Dante as an introduction to the study of the *Commedia*. This semester is devoted to the *Stil Nuovo,* the *Vita Nuova*, and a close reading of the *Inferno.*
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 322 Dante — Commedia II
Mr Volpe
A close reading of the *Purgatorio* and the *Paradisio.*
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 331 Petrarca and Boccaccio
Mr Carrara
An analysis and discussion of the works of these two masters as they reflect the humanist rejection of medieval mysticism and preoccupation with man's earthly condition.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 341 The Age of Humanism in Italy
Mr Giustiniani
The humanist literature of the Italian Renaissance in the light of the intellectual and artistic preoccupations of the age.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 342 The Italian Renaissance
Mr Giustiniani
Machiavelli, Castiglione, Ariosto, and Tasso as exponents of the multiple aspirations and achievements of Italy's Golden Age.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 350 The Renaissance Epic
Mr Volpe
The evolution of the epic poem in Italian literature of the Renaissance — Pulci, Boiardo, Ariosto, Tasso.
Prerequisite: Ital 311 and departmental permission.
3 Lect Hrs
3 Credits

Ital 381 Italian Literature of the 17th and 18th Centuries
Mr Giustiniani
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 411 Neo-Classicism and Romanticism
Mr Giustiniani
An analysis of this complex movement in its exaltation of liberty and imagination during the revolutionary period of the Risorgimento when Italy became a nation. Monti, Foscoli, Leopardi, and Manzoni.
Prerequisite: Ital 312 or equivalent and permission of instructor.
3 Lect Hrs
3 Credits

Italian

Ital 431 The Modern Novel
Mr Carrara
An analysis of the post-romantic literary trends such as *"Verismo," "Regionalismo,"* and *"Neo-Realismo"*. Some of the authors to be studied are Verga, Svevo, Pirandello and Silone.
Prerequisite: Ital 312 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 432 Contemporary Italian Novel
Mr Carrara
Such trends as *"Letteratura Di Costume," Il Romanzo Psicologico* and *"I Mimetici"* and the Avant-Garde movements considered in the writings of Levi, Vittorini, Moravia, Pasolini and others.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 441 Modern Italian Poetry
Mr Volpe
A survey of the principal poets from Carducci to Saba, with emphasis on Hermeticism.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 445 Anglo-Italian Literary Relations
Mr Giustinaini
Influence of Italian literary motifs and forms on English literature, and the opposite current. Medieval Irish eschatological visions, Boccaccio and Chaucer, The Novella and Shakespeare, Petrarchism, Marino and Baroque poetry, romanticism.
3 Lect Hrs
3 Credits

Ital 476 Cinema, E Letteratura
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, Pasolini. Discussions in Italian.
3 Lect Hrs
3 Credits

Ital 478 Readings and Research I
Staff
Especially recommended to seniors. Independent study and frequent consultations with a departmental advisor on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Ital 479 Readings and Research II
Staff
Especially recommended to seniors. Independent study and frequent consultations with a departmental advisor on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Ital 480 Letteratura Dialettale Italiana
Mr Giustiniani
The impact of dialect poetry on Italian literature, particularly in the romantic period, in relation to Italian *"Questione Della Lingua."*
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 490 Special Topics
Staff
In-depth study of a particular author, work, theme, or historical period. Course content will vary each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs
3 Credits

Ital 498 Honors Thesis in Italian I
Staff
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Ital 499 Honors Thesis in Italian II
Staff
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor.
Prerequisite: Departmental permission.
Hrs by arrangement
3 Credits

Ital 500 History of the Italian Language
Mr Carrara
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: Ital 302 and 312 or equivalent.
3 Lect Hrs
3 Credits

TchCer 547 Curriculum and Methods Student Teaching — Italian
Staff
The issues, principles and methods of secondary school Italian language teaching.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs
(Practice Teaching)
9 Credits

TchCer 557 Italian Practicum
Mr Carrara
Student teaching in Italian at the secondary school level. In-school field work: 5 days of full-time supervised student teaching per week; 14 weeks.
Prerequisite: TchCer 547.
12 Credits

Japanese Studies Courses

Faculty

Assistant Professor James T Kenney

Japan C101 Elementary Japanese I
Mr Kenney
For students with no previous language training in Japanese. Introduction to pronunciation, grammar, conversation, and the elements of the writing system (Hiragana and Kanji).
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Japan C102 Elementary Japanese II
Mr Kenney
Continuation of Japan C101. Grammar and conversation using the basic patterns.
Prerequisite: Japan C101.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Japan C201 Intermediate Japanese I
Mr Kenney
Continuation of Japan C102. Reading, writing and conversation using the basic patterns.
Prerequisite: Japan C102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Japan C202 Intermediate Japanese II
Mr Kenney
Continuation of Japan C201. Further study in reading, writing, and conversation.
Prerequisite: Japan C201.
Core Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs
4 Credits

Japan 250 Modern Japanese Literature
Mr Kenney
Selected readings in modern Japanese fiction with emphasis on the major writers: Tanizaki, Kawabata, Mishima, and others. No knowledge of Japanese necessary. All works in English.
3 Lect Hrs
4 Credits

Japan 252 Traditional Japanese Literature
Mr Kenney
Selected readings in classical literature including fiction, Waka poetry, and Haiku. No knowledge of Japanese necessary. All works in English.
3 Lect Hrs
4 Credits

Japan 478 Independent Study
Mr Kenney
For those wishing to continue their study of Japanese beyond the 202 level. Individual attention.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Japan 479 Independent Study
Mr Kenney
For those wishing to continue their study of Japanese beyond the 202 level. Individual attention.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Labor Studies Certificate Program

Director

Assistant Professor Richard Kronish

The Program

The Labor Studies Certificate Program is a specially created interdisciplinary program designed to meet the educational, financial, and scheduling needs of working men and women in the labor unions of the greater Boston area. The program is guided by a commitment to making the University of Massachusetts accessible to the outside community. Its primary purpose is to provide working people with the necessary analytical skills and intellectual training to enable them to participate more actively and effectively in their workplaces, unions, and communities. All courses are fully accredited at UMass/Boston. They are offered at community locations or at the University at convenient times. Space permitting, degree-seeking students may enroll in the program.

Requirements

Admission

Non-degree-seeking students entering the Labor Studies Program must have graduated from high school or have earned a General Equivalency Diploma.

Courses

To earn the Certificate in Labor Studies, students must complete LS 100, LS 101, and 15 additional credits. LS 100 (Introduction to Organized Labor in America) is a four-credit course that the program offers each semester. LS 101 is a four-credit course equivalent to English 101. Students who demonstrate a high level of competence in basic skills in the English placement examination may request a waiver of this course.

Satisfactory completion of one introductory course or permission of instructor is a prerequisite for the intermediate and advanced courses in the program.

Transfer Credit Policy

Credit for equivalent work completed at both accredited and non-accredited institutions may be granted by the director of the program. However, at least half the courses required for the Certificate in Labor Studies must be taken at UMass/Boston.

Special Courses

In addition to the courses listed below, the Labor Studies Program offers a series of mini-courses and special topic/weekend seminars focusing on subjects and problems of interest to union members. The director of the program, the Faculty Review Committee, and the Labor Studies Advisory Board (composed of labor union representatives) will develop topics to meet the educational needs of union members and other working people.

Information

For further information, contact the director at 287-1900, ext. 2807 or 2808. Admissions will be handled by the director in conjunction with the UMass/Boston Admissions Office.

Labor Studies

LS100 Introduction to Organized Labor in America
Mr Kronish, Ms Fine, Mr Moseley
An introduction to the program. The course provides an overview of the goals, policies and practices of unions, examining effective bargaining, grievance, and arbitration procedures in particular, as well as the relationship between the labor movement and society.
3 Lect Hrs
4 Credits

LS 101 Freshman English I
(cross-listed as English 101)
Ms Dittmar, Ms Annas
Practice in writing on various kinds of topics relevant to the needs of working people and chosen to develop students' confidence and ability as writers. No fewer than eight papers will be assigned. Note that students may not take both LS 101 and English 101 for credit.
3 Lect Hrs
4 Credits

LS 125 Introduction to US Society
Mr Moseley, Mr Kronish
An examination of US society. Topics include: the nature of the economy; theories of class and status; the role of women; the impact of discrimination; the system of health care; and the role of education.
3 Lect Hrs
3 Credits

LS 160 Introduction to Labor History and the American Labor Movement
Mr Faler, Mr Green
Examines the work experience (wages, hours, conditions) in different eras from colonial times to the present; forms of collective organization such as unions and political parties; the nature of social class and class consciousness; the formation of and changes in working-class ideology; sources of cleavage such as ethnicity, race, skill and sex; and the role of working people in the making of American history.
3 Lect Hrs
3 Credits

LS 205 Safety and Health
Mr Alper
An introduction to occupational safety and health. Topics covered include the principles of occupational safety and health, hazards in the workplace and their control, OSHA, workmen's compensation, the role of unions, and the health and safety analysis of a specific workplace.
Prerequisite: LS 100 or permission of instructor.
3 Lect Hrs
3 Credits

LS 215 Political Economy of New England
(cross-listed as Econ 215)
Mr Campen
An examination of the historical origins, present nature, and outstanding problems of our regional economy, with particular emphasis on Massachusetts. Topics include: historical trends in New England's economic structure; causes and consequences of business investment and location; workers and jobs; taxes and government spending; state and regional economic policy making; and a critical examination of alternative strategies for economic development. Note that students may not take both LS 215 and Economics 215 for credit.
3 Lect Hrs
3 Credits

LS 222 Social Justice
(cross-listed as Law & Justice 220)
Ms Dittmar
An examination of some basic problems of social justice and their relation to more abstract philosophical ideas of justice. The course will not only focus on the ways that these ideas have been implemented, but also will be concerned with the ways in which the principles of justice have been appealed to in criticizing social practices. Note that students may not take both LS 200 and Law and Justice 220 for credit.
3 Lect Hrs
3 Credits

LS 228 Introduction to Labor Economics
Ms Stevenson
An examination of the functioning (and malfunctioning) of labor markets in the United States. Topics include labor force participation; factors affecting the supply of and demand for labor; analysis of wage differentials; the problems of poverty, discrimination, unemployment and inflation and their relationship to labor markets; and the economic impact of collective bargaining.
3 Lect Hrs
3 Credits

LS 230 Collective Bargaining
Mr Kronish, Mr Moseley
An examination of the nature of collective bargaining in the United States. Topics include: the history and structure of collective bargaining; the negotiating process; the character of the written agreement; the legal basis for bargaining; the relationship between wages and prices; the content of the contract (wages and hours, fringe benefits, grievance procedures, worker and union security).
3 Lect Hrs
3 Credits

LS 250 Working People in Literature
Ms Dittmar, Ms Annas
Fiction, poetry, and autobiographical writing by and about the working class. We will consider such topics as: power and powerlessness, working women, the black working class experience, the Great Depression, the immigrant experience, union organizing, the working class hero, and the American Dream. We will be concerned throughout the course with the relation between literature and society.
3 Lect Hrs
3 Credits

LS 292 Women and Work
Ms Stevenson
An examination of the participation of women in paid and unpaid work in contemporary America and other countries. Topics include: historical changes in women's participation in the economy; intercultural comparisons of women's work and concepts of women's work; the relation of women's status to the nature and development of capitalism.
3 Lect Hrs
3 Credits

Latin American Studies Program

Director

Associate Professor Susan C. Schneider

The Program

Latin American Studies is an interdisciplinary program designed for students interested in social sciences, Spanish and Portuguese literature, or management. Students may either take Latin American Studies as a concentration which appears on their transcripts as such or they may major in it alone or as part of a double major by means of the individualized majors program. Latin American Studies offers two main courses of study: a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America; or an overview of the living conditions of the 19 million Hispanics currently living in the United States.

Both courses of study prepare students for jobs in government and in both private and public agencies — and/or to go on to graduate school. Many students enroll in Latin American Studies to gain richer and fuller understanding of their own life experiences or of those of the people around them.

Latin American Studies offers students the chance to immerse themselves in the mores and culture of Latin American and Caribbean people by sponsoring a yearly lecture series, a film series and (with the Institute of Learning and Teaching) an exchange program with the University of Puerto Rico through which students may study on full fellowships. These offerings help introduce students to each other and give them group experiences with others interested in the same field of study.

Requirements

For Admission:

1. Sophomore or upperclass status; completion of at least one course in any of the disciplines (social sciences, Spanish and Portuguese, management).
2. Knowledge of Spanish or Portuguese language or a firm commitment to acquire such knowledge.

For Completion of the Concentration:

3. Two of the following four courses:
   A. Anthropology 276 (People and Cultures of the Caribbean)
   B. History 355 (Colonial Latin America)
   C. History 356 (Latin America: Independence to the Present)
   D. Latin American Studies 301) (Hispanics in Urban America)
4. Two elective courses.
5. The Latin American Studies Senior Colloquium (to be taken in the senior year).

Transfer Credit Policy

Transfer students should see the director to discuss the suitability of transferred courses for credit in the concentration.

Courses

Each year Latin American Studies offers a course entitled Hispanics in Urban America (Lat Am 301) taught by a leader in the Boston Hispanic community. Experts from private, municipal and state agencies come as guest speakers to acquaint students with the many and complex facets of urban situations faced by Hispanics. These experts also acquaint students with career opportunities in the Boston area. Every other semester the program offers students another course on such topics as "Caribbean Political Issues"; "Puerto Rico, Latin American and United States Relations"; "Castro's Political Ideology"; etc.

The Latin American Studies Senior Colloquium consists of a series of lectures, given by all faculty participating in the concentration, organized around special topics. In the past these topics have been:
"Revolution or Reform: Whither in Latin America?"
"Responses to Dependency in Latin America"
"Latin America in the 1970's"

Mini-Courses

The program also offers a wide variety of mini-courses each year on such topics as "The Mayan World"; "Multinational Corporations"; "Social Aspects of Caribbean Literature"; "Comparative Caribbean Economics"; and "Venezuelan, Peruvian and Chilean Political Change."

Exchange Programs

There is a special exchange program with the University of Puerto Rico at Rio Piedras in San Juan. A student accepted into this exchange program receives a full fellowship to study for one semester in Puerto Rico.

Other Activities

To complement its academic offerings, Latin American Studies brings together students from the entire campus who are interested in Latin America. Latin American Studies has brought to the campus the Cuban Foreign Affairs Attache to the United Nations and other speakers to address a broad range of issues from Peruvian Marxism to the New Song Movement in Puerto Rico. Latin American Studies has also sponsored music groups, lectures, films, and other social events.

Electives for Concentrators

The following courses fulfill Latin American Studies Concentration requirements:
Anth C207 (Peasant Society)
Anth 231 (Pre-History & Ethno-history of Mesoamerica— Mexico & Guatemala)
Anth 273 (Peoples and Cultures of Mesoamerica)
Anth 274 (Peoples and Cultures of the Caribbean)
Anth 371 (Afro-American Ethnology)
Anth 390 (Developmental Anthropology)
Anth 490 (Independent Research)
Art 478, 479 (Independent Study)
BlkSty 480C (Modern Caribbean Society)
Econ 235 (International Economics)
Econ 236 (Economic Development)
Econ 239 (Latin American Economy)
Econ 478 (Independent Study)
Hist 355 (Colonial Latin America)
Hist 356 (Latin America Since Independence)
Hist 482 (Seminar in Latin American History)
Hist 489 (Independent Study)
Lat Am 301 (Hispanics in Urban America)
Lat Am 301H (Castro's Political Ideology)
Lat Am 478 (Independent Study) (Fall Semester)
Lat Am 479 (Independent Study) (Spring Semester)
Lat Am 480 (Senior Colloquium)
Ling 260 (Bilingualism)
Phil 282 (Third World Political Philosophy)
Phil 478, 479 (Independent Study)
Pol Sci C220 (International Relations)

Latin American Studies

Pol Sci 371 (Latin American Government)
Pol Sci 478, 479 (Independent Study)
Pol Sci 480B (Third World and North South Conflict)
Port 101, 102 (Elementary Portuguese)
Port 201, 202 (Intermediate Portuguese)
Port 304 (Advanced Portuguese)
Port 315 (Modern Brazilian Literature)
Port 375 (Brazilian Civilization)
Port 480 (Studies in Luso-Brazilian Literature)
Sociol C272 (Modernization)
Sociol 471 (Modernization)
Sociol 474 (Ideology and Social Control in Southern Africa and Latin America)
Sociol 478, 479 (Directed Study in Sociology)
Sociol C481 (Multinational Firms)
Span C262 (Hispanic Masterpieces in Translation)
Span C263 (Hispanic Masterpieces in Translation
Span 301 (Advanced Composition and Conversation)
Span 352 (Survey of Spanish-American Literature)
Span 361 (Spanish-American Civilization)
Span 362 (Spanish-American Short Story)
Span 365 (The Caribbean)
Span 366 (Spanish-American Colonial Literature)
Span 370 (Argentina: A Cultural Study)
Span 406 (Advanced Grammar)
Span 461 (19th Century Spanish-American Literature)
Span 462 (Spanish-American Modernism)
Span 464 (Contemporary Spanish-American Fiction)
Span 465 (Contemporary Spanish-American Poetry)
Span 478, 479 (Independent Study)
Span 480 (Studies in Hispanic Literature)
Wo St 350 (Women in the Third World Countries)
Wo St 479 (Independent Study)

Lat Am 301 Hispanics in Urban America
Staff
An examination of the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston.
Prerequisite: Some previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs
3 Credits

Lat Am 400 Mini-Courses
Staff
Short courses in Latin American Studies on specialized problems of historical and contemporary interest.
1 Credit

Lat Am 478, 479 Independent Study
Staff
3 Credits

Lat Am 480 Senior Colloquium
Staff
A seminar consisting of a series of lectures given by the concentration's faculty on broad topics including all disciplines, such as "Responses to Dependency in Latin America," "Revolution or Reform: Whither in Latin America" and "Latin America in the 1970's." Students, who are supervised by a faculty member in their field, write a paper on a related topic of interest. All concentrators must take this course.
3 Lect Hrs
3 Credits

Law And Justice Certificate Program

Director

Associate Professor Lawrence Foster

The Program

Law and Justice is a humanities-based, interdisciplinary program developed under a grant from the National Endowment for the Humanities that seeks to develop in its students an understanding of the law and legal institutions and an ability to look at them in an informed and critical way. The humanistic and critical approach of the program encourages students to investigate and develop their own attitudes toward the law, toward ideas and experiences of justice, and toward practices that they meet in the everyday world.

The Law and Justice Program seeks to respond to the urban interests of many of its students by combining the traditional academic concern for intellectual breadth and rigor with the interests of many students in programs relevant to their present and past experiences and present or future careers

Law and Justice students enter the program with a wide variety of backgrounds, interests and perspectives. Included in the program are police officers, correctional officers, ex-offenders and social workers, as well as traditional students. Many students in the program are interested in attending law school; others are interested in pursuing law-related careers (e.g., as probation officers, jail counselors, consumer advocates); while others are concerned primarily with gaining a critical understanding of the underlying basis of the law and legal institutions and their roles in society.

Approximately 40 faculty from 12 different departments and programs teach in the Law and Justice Program. Faculty come from the Classics, Economics, English, French, History, Italian, Philosophy, Political Science, Psychology, and Sociology Departments, the Study of Religion Concentration, and the Legal Services Center (at CPCS).

Special Features

1. *Team Teaching.* All introductory-level and intermediate-level core courses are taught by 2-4 member faculty teams from different disciplines.
2. *Interdisciplinary courses.* All introductory-level and intermediate-level courses explore issues in law and justice from a variety of disciplines; for example, from history, philosophy, political science and literature.
3. *Lawyer-in-Residence.* In addition to conducting Special Topics courses, the Lawyer-in-Residence advises students about law school and law-related careers, participates in seminars and lectures in regularly scheduled law and justice courses, and serves as a liaison with the practical world of law and justice.
4. *Fieldwork Experience.* A variety of community-based fieldwork placements is available in areas such as probation offices, rehabilitation programs and the parole board. The fieldwork is integrated with classroom work during a year-long course.
5. *Internships.* The Law and Justice Program offers an internship program for selected upperclass students. An internship involves participating in the teaching teams for the introductory-level courses, tutoring students in writing and basic academic skills and leading class discussions— all under the supervision of faculty members.
6. *Mini-Courses.* Short courses on topics of special interest taught by UMass/Boston faculty and members of the outside community such as judges, legislators, law enforcement officials, and lawyers.

Law and Justice

Program Components

The Law and Justice Program has six basic components:

1. *Introductory-Level Team-Taught Courses.* Courses include LawJus C101, LawJus 102, LawJus 104 (see course descriptions below). LawJus C101 and 102 each satisfy one semester of the freshman writing requirement.
2. *Intermediate-Level Team-Taught Courses* in the following three areas:
   A. *Sources, Limits and Functions of Law:* LawJus 211, LawJus 230, LawJus 270, LawJus 290 (history, philosophy, political science, psychology, and study of religion faculty).
   B. *Legal Institutions and Procedures:* (LawJus 210, LawJus 240, LawJus 250 (history, legal education services, philosophy, and sociology faculty).
   C. *Forms of Social Justice and Social Ethics:* LawJus 220, LawJus 260, LawJus 280 (English, legal education services, Philosophy, and Political Science Faculty).
3. *Intermediate-Level Mini-Courses.* See LawJus 103 course description for partial list of topics.
4. *Lawyer-in-Residence Courses,* conducted by a practicing attorney. See LawJus 470 for examples of topics.
5. *Departmentally-Based Electives,* falling into the area of law and justice, offered by different UMass/Boston departments.
6. *Senior Year Directed Studies.* See LawJus 498. Participation in this seminar involves the writing of a major paper which synthesizes the work done in the seminar with other course work done through the program and through the student's major.

Requirements

The Law and Justice Certificate Program is designed for students in degree programs, in non-degree programs, and returning students who already have BA or BS degrees. The certificate program enables degree-seeking students to supplement work in their majors with an integrated program in law and justice. The certificate program enables non-degree-seeking students to focus their studies in the area of law and justice.

Requirements for Degree-Seeking Students: 22 Credits

1. Either LawJus C101 or LawJus 104. Only 4 of the 8 credits from LawJus C101 will count toward the certificate requirement. TOTAL: 4 Credits.
2. Three (3) intermediate level team-taught courses— at least one course from each of the three areas: *A.* Sources, Limits and Functions of Law; *B.* Legal Institutions and Procedures; *C.* Forms of Social Justice and Social Ethics. TOTAL: 9 credits.
3. LawJus 498, the Senior Year Directed Study Seminar. TOTAL: 3 credits.
4. Six (6) additional credits from any other law and justice full or mini-courses or departmentally-based electives. TOTAL: 6 credits.

Requirements for Non-Degree-Seeking Students: 34 credits*

1. Either LawJus C101 (Foundation Course in Law and Justice) or LawJus 104 (Introduction to Law and Justice). All 8 credits from LawJus C101 count toward the certificate requirement. TOTAL: 4 or 8 credits.
2. Three (3) intermediate level team-taught courses— at least one course from each of the three areas: *A.* Sources, Limits and Functions of Law; *B.* Legal Institutions and Procedures; *C.* Forms of Social Justice and Social Ethics. TOTAL: 9 credits.
3. LawJus 498, the Senior Year Directed Study Seminar. Prerequisite: the completion of at least 20 credits in the certificate program or permission of instructor. TOTAL: 3 credits.
4. Six (6) additional credits from any other law and justice full or mini-courses or departmentally-based electives. TOTAL: 6 credits.
5. Four (4) credits in a freshman writing course. This requirement is satisfied by LawJus C101. This requirement can be waived for students who already have completed a Freshman writing course or who take the English Placement Examination and who qualify for advanced placement in English writing. TOTAL: 4 credits.
6. Two (2) CAS Core Courses— one from the area "Philosophical and Humanistic Studies" dealing at least in part with problems or issues in values and introducing students to a humanities approach to these ideas; and one from the area "Social and Behavioral Sciences" introducing students to the problems and methodology of one discipline in the area. TOTAL: 8 credits.

   Students may waive all or part of this requirement by presenting evidence of successful completion of similar courses.

*Some of these requirements may be waived: See #5 and #6 above.

Departmentally-Based Electives

A partial selection:
Phil 290 (Philosophy of Law)
Psych 285 (Psychology, Psychiatry and the Law)
Sociol 467 (Sociology of Law)
PolSci 415 (Law and International Relations)
Hist 404 (Medieval Law)
Engl 369 (American Detective Fiction)
PolSci 329 (Constitutional Law)
PolSci 332 (Civil Liberties in the United States)

Transfer Credit Policy

Since the Law and Justice Program is one of the few humanities-based interdisciplinary law studies programs in the country, few, if any, of its team-taught required courses are duplicated elsewhere. Normally, therefore, transfer students must take Law and Justice C101 or 104; three intermediate level team-taught courses: one from each of the three areas in the program; and the Senior Year Directed Study Seminar. Transfer credits may be granted for courses meeting the requirements in other areas.

LawJus C101 Foundation Course in Law and Justice
Staff
Satisfies: 1 Semester Core Requirement in Freshman English
And
1 Semester Introductory Course in Requirement Core Area of "Philosophical and Humanistic Studies"

The Foundation Course in Law and Justice is a team-taught interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of legal, literary, historical, political, philosophical and sociological

Law and Justice

materials. Specific institutions and practices (for example: the police, courts, prisons, civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. Areas covered include criminal justice; social justice; and sources, limits and functions of the law. The course uses lectures, discussions, debates, panels, field trips, films, tapes and guest lecturers. Four faculty members drawn from the humanities and social sciences team-teach this course.

The Foundation Course is an 8-credit course which satisfies one semester of the freshman writing requirement. Emphasis is placed on writing and basic academic skills and on work in small discussion groups. Upperclass student interns serve as tutors in the course; they are available to work individually with freshman students on writing and basic academic skills.
Prerequisite: Freshman standing.
3 Lect Hrs
3 Disc Hrs
8 Credits

LawJus 102 Seminar in Law and Justice
Staff
Satisfies: 1 Semester Core Requirement in Freshman English

Justice and equality are not issues solely the concern of the courts, legislatures, police, social reformers and philosophers. In fact, our study in the Foundation Course suggests the practice of these groups often falls short of just standards. The Seminar will propose that we all obey rules, make contracts and "laws," violate them, punish each other, and attempt to resolve ensuing conflicts as a matter of course in our daily lives. These processes occur in familiar contexts: at school, in the workplace, within families, between friends and lovers. They often take place through complicated, subtle, and even hidden, motivations, plans and emotions.

Our goal is to sort out these legal aspects, to make them explicit and to search for more just methods of confronting and resolving conflicts, both in individual and collective contexts. We will do this through the use of interdisciplinary readings and projects. In addition, we plan to examine our classroom as one place in which agreements are made and conflicts arise between students, and between teachers and students, in assignments, discussions, exams, grading, and the like. Three faculty members drawn from the humanities and social sciences team-teach this course.
Prerequisite: LawJus C101 or 1 semester of Freshman Writing (Engl 101).
3 Lect Hrs
4 Credits

LawJus 103 Mini-Courses
Staff
Short courses in law and justice on specialized problems of historical and contemporary interest. Examples of topics include:
Rights: Children's Rights, Women's Rights, Prisoners' Rights
The Insanity Plea
Ancient Legal Codes
The Death Penalty
Battered Women
Legal Analysis
Juries
Justice in the District Courts
Judicial Decision-Making
Jury Behavior and Selection
Law and Psychology
Law and the Media
Sacco and Vanzetti
Justice and Utopia
Plato, Justice and Democracy
The Nuremberg Trial
Law and the Indian People
1-2 Credits

LawJus 104 Introduction to Law and Justice
Staff
Introduction to Law and Justice is a team-taught, interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of literary, historical, political, philosophical and sociological materials. Specific institutions and practices (for example: the police, courts, prisons, civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. The course, which parallels the Foundation Course in Law and Justice, uses lectures, discussions, field trips, films and experts outside the University community. Each offering is team-taught by two faculty members drawn from the humanities and social sciences.
3 Lect Hrs
4 Credits

LawJus 210 Prisons and Punishment
Mr Garrett, Mr Swartz
This course will be an in-depth study of the prison system in the context of current psychological and sociological studies, as well as in the context of theories of punishment. Film and media representations of prisons will be examined critically. Topics will include forms of punishment, institutionalized punishment, the human need to punish, aims and justifications of punishment.
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect hrs
3 Credits

LawJus 211 Sources of Law
Mr Broderick, Mr Foster
This course will examine the natural law tradition and legal positivism as rival and conflicting accounts of the source of law. The course will look at their historical origins and contemporary applications. The alleged dangers of legal positivism and the scepticism toward natural law theory will be explored. The interplay between law and morality will be examined as it is revealed in issues concerning the authority of law, the Nuremberg Trial, and Constitutional interpretations.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 220 Social Justice
Mr Blum, Ms Dittmar
This course will explore, through films, literature, autobiography and philosophic writing, some central concerns of social justice: the principles governing the distribution of social goods such as income, opportunity, wealth, status, power. We will explore the effects of the distribution of social goods on individuals' sense of dignity and self-respect.

We will examine the general philosophical principles which underlie different (and contrasting) views concerning social justice. In the material of the course, attention will be given to the art forms as well as to their content, since they too express attitudes towards social justice. We will focus on issues of racial and (to a lesser extent) sexual discrimination and oppression as concrete illustrations of social injustice.

It should be noted that this course does NOT focus directly on issues of criminal justice, although we will assume that issues of social justice and injustice are an essential background for understanding criminal justice.
(Area C)

Law and Justice

Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 230 Law and Social Change
Mr Hunt, Mr Spence
This course examines the interrelationships between laws and legal institutions on the one hand and political forces in creating, or retarding, social change, on the other hand. The course will draw upon three case studies: civil rights and school desegregation in the last 80 years; labor organization from the 1870's through the 1930's; and the legal issues in the French Revolution.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 240 Courts and Society
Mr Foster, Mr Matz
This course will investigate a number of different aspects of the American legal and court systems. It will deal with the structure of, and relation between, the state and Federal courts; the philosophy and function of courts in society; the American institution of judicial review and its role in a democratic society; and the role and power of judges in the American system of justice.

This course will concern itself with both a description and evaluation of courts in American society. It will look at the ideal (what courts and judges ought to be doing) and the actual administration of justice in the courts. It will be concerned with the adversary system, the notion of due process, the judge's role as bureaucrat and administrator, the use and abuse of judicial discretion especially in sentencing, and the responsibility and accountability of judges to society. Consideration also will be given to alternatives to the American court system.

Readings will be from anthropological, legal, philosophical, political science and sociological material. The class will utilize lectures, debates, panels and guest speakers (e.g., judges).
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 250 Ownership, Property and the Law
Mr Cohen, Ms Kingston-Mann
An exploration of various forms of property (private, communal, collectivist). The course will examine several theories of property and ownership (including Locke, Rousseau, Proudhon and Marx) and relate them to specific historical situations in 19th century Russia and England and 20th century Soviet Union and America. We will compare property systems as means for controlling production and as systems of social life.
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 260 Authority, Liberty and the Law
Mr Hart, Mr Simonds
What is "authority"? Is authority consistent with "liberty"? What, if anything, do we mean when we speak of the "authority of the law"? This course attempts to address such questions by examining three different historical situations in which the nature of the "authority of law" has been sharply contested: 18th century conflict over property rights; 19th century conflict over intellectual and moral freedom; 20th century conflict over the police and state power. A variety of texts— literary, historical and philosophical— will be employed.
(Area C)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 270 Obedience and Resistance
Mr Cohen, Staff
A study of the psychological, social and philosophical dimensions of obedience and resistance to legitimate authority. The course takes a close and critical look at the three situational contexts embodying legitimate commands: Experimenter/Subject; Congressional Committee/Witness; and Superior Officer/Subordinate.

The Experimenter/Subject relationship will be illustrated by Milgram's celebrated study of obedience; Milgram's method of research will be examined on both methodological and moral grounds. The Congressional Committee/Witness relationship will be looked at in the form of typical responses of witnesses before the House Un-American Activities Committee, with particular attention given to the Committee's Hollywood Investigation. The actions at My Lai, Vietnam, will provide the context for a careful examination of the Superior Officer/Subordinate relationship.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 280 Moral and Legal Reasoning
Mr Honoroff, Mr Swartz
This course will focus on a number of different current moral and legal problems— such as abortion, reverse discrimination, conscientious objection and euthanasia— and compare, contrast and separate the methods and substantive issues involved in attempting to resolve these within the context of social morality on the one hand and the law on the other. Basic issues in the relation between morality and the law— whether there are moral constraints on law making, law enforcement, obeying the law, and the decisions of judges— will be discussed critically.
(Area C)
Prerequisite: LawJus C101 or 104 sophomore standing.
3 Lect Hrs
3 Credits

LawJus 290 Covenants: Justice and Law from Moses to the Constitution
Mr Broderick, Mr Horsley
This course will examine the egalitarian social principles of the Mosaic Covenant and the indictments of an unjust socio-economic order by the prophets of ancient Israel; the utopian principles of social order (Kingdom of God) announced by Jesus of Nazareth; the idea of the Law of Nature, its development and implications in ancient Greece and the Roman Empire; medieval ideas of Divine Law; emergence of ideas of natural rights and modern notions of natural law; the importance of English Common Law in our modern understanding of justice.

This course will be an historical survey with an emphasis on a conceptual approach; throughout the course we will be exploring the background, origins and significance of Western democratic and egalitarian ideas, the basis of individual dissent and the higher law tradition out of which the American Constitution and Bill of Rights have emerged.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

Law and Justice

LawJus 470 Special Topics
Special Topics courses are offered by the Lawyer-in-Residence (Each year a practicing attorney is in residence in the Law and Justice Program; the attorney teaches one course each semester on an aspect of law.) on a variety of legal issues and by members of the faculty who wish to offer a departmentally-based course under the Law and Justice heading. Subjects, faculty and requirements vary from semester to semester.

Past topics have included: Law and the Poor, Law and the Consumer, Juvenile Law, Criminal Law, International Law and Human Rights, Law and Developing Countries, Affirmative Action, Criminal Defense, Rights in the Workplace, Occupational Health Law, Law and Education Rights, Law and Literature, and Terrorism and Emergency Legislation in Democratic Countries.
Prerequisite: LawJus C101 or 104 or sophomore standing.
3 Lect Hrs
3 Credits

LawJus 480, Criminal Justice Systems, and LawJus 481, Juvenile Justice Systems, are courses that combine classroom work with fieldwork placements. LawJus 480 is offered in the fall and LawJus 481, in the spring. Students must enroll in both of these courses and thereby have fieldwork placements for the entire year.

LawJus 480 Criminal Justice Systems
Mr Stern
In this course, we shall consider a variety of problems confronted by the citizen as he or she runs the gauntlet of criminal justice. We shall provide an overview of the court system— both State and Federal— and we shall examine historical materials dealing with Constitutional law, the nature of due process, and some of the hidden influences behind the operation of the court system. Our court system will then be compared with the practices of courts in other countries and cultures. The remainder of the first semester will be devoted to an analysis of some particular issues: the indigent defendant's rights upon arrest, the bail system, right to counsel and the adversary proceedings in the District Court. We shall focus, in general, on the issues raised in our legal system by the criminal defendant who is poor. The first semester will close with a look back on the nature of the system that has been analyzed piece-meal, and we shall consider what reforms or efforts can be made to change the system in the context of our Federalist system.

In addition to the classwork, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor. Each student is expected to see every other placement at least once during the year. Students have fieldwork placements in areas such as: probation offices; parole boards; district attorneys' offices; drug, alcohol, youth, delinquency and rehabilitation programs.

The development of critical judgment on fundamental questions relating to the criminal justice system and its institutions is the principal objective of the course.
Prerequisite: By application, interview and permission of instructor only.
3 Lect Hrs, 15 Fieldwork Hrs
6 Credits

LawJus 481 Juvenile Justice Systems
Mr Stern
This course will take an interdisciplinary approach to the study of juvenile law. The primary focus of the course will be on substantive juvenile law and the historical, philosophical and sociological issues involved in the development of our present legal systems and process. Particular emphasis will be placed on children's rights, the role of the family and the roles of the state and other institutions in the juvenile legal process. Included in the course will be on-site visits to courts, juvenile programs and institutions.

In addition to the classwork, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor.
Prerequisite: LawJus 480
3 Lect Hrs, 15 Fieldwork Hrs
6 Credits

LawJus 498 Senior Year Directed Study Seminar
Staff
Each student pursuing a certificate in law and justice will be required to take this three-credit seminar dealing with a specific topic in law and justice. Participation in the seminar will involve the writing of a major paper. The formal seminar will consist of the reading and discussion of a few major works dealing with a particular theme in order to review, refresh and synthesize the student's academic experience in law and justice, especially as the work relates to individual major.
Prerequisite: Senior Law and Justice Certificate students only.
3 Lect Hrs
3 Credits

LawJus 501 Intern in Foundation Course in Law and Justice
3 Lect Hrs
3 Disc Hrs
6 Credits

LawJus 502 Intern in Seminar in Law and Justice
3 Lect Hrs
3 Credits

Upperclass students supervised through in-service training as tutors and discussion leaders in law and justice. The interns assist individual freshmen with basic problems of reading, writing and critical thinking, attend teaching-team meetings and lectures, and help lead small discussion group(s) under the supervision of a faculty member.
Prerequisite: By application and interview only. Interns are chosen by the respective teaching-team through interviews for competence in oral presentation and written exposition, and for their promise as interns. A writing sample is required.

Linguistics Program

Director

Assistant Professor Neal Bruss

The Program

Linguistics explores the structure of language and its role in human affairs. Language can be approached in a variety of ways: as something young children learn, as the product of cultures and social groups, as the medium of literature, and as the activity of the mind. Thus linguistics is a combination of the humanities, social sciences, and natural sciences. Because of the techniques of analysis which it offers, it is equally valuable for literature and psychology, pre-legal and pre-medical studies, mathematics and anthropology, foreign languages and philosophy.

Requirements

Students concentrating in linguistics must complete seven courses (twenty-one credit hours):

An introductory course: Ling 201 (Introduction to Linguistics) *or* Ling 203 (Language Across Time) *or* Anth 281 (Structure of Human Language) *or* Anth 285 (Language and Culture).

A course on speech sounds: Ling 230 (Speech Sounds and Theory).

A course on grammar: Ling 210 (Transformational Syntax)

The linguistics junior-year seminar: Ling 300 (Linguistic Topics).

A sequence of three advanced courses: Students select three advanced courses in subjects of special interest, for example, Anth 385 (The Ethnography of Speaking), Eng 341 (Language and Literature), Eng 344 (Introduction to Stylistics), Ling 260 (Bilingualism), Ling 351 (Comparative History of Romance Languages), Ling 450 (Comparative Linguistics), Phil 260 (Bertrand Russell), Phil 340 (Logic and Language), Psych 346 (Language Development), Psych 356 (Psychology of Language and Thought), Span 304 (Language Arts), *or* an advanced course in the grammar or history of a language *or* an advanced course in computer language *or* a tutorial or independent study in linguistics.

Foreign Language: Linguistics students are required to achieve intermediate standing in a second language or in an artificial language (sign language, logic, computer languages).

Many of the courses satisfying Linguistics Program requirements are given by other departments. They deal with a variety of linguistic interests: ethnolinguistics, physiology of language, acoustic phonetics, creole language, composition theory, language history, literary stylistics, sociolinguistics, semiotics, philosophy of language, language development and disorder, and comparative linguistics.

Transfer Credit Policy

The linguistics faculty is glad to recommend that transfer students receive credit for university-level courses in linguistics taken at other institutions. It considers each request for transfer credit on its own merits. For further information, please consult the program director.

Ling 201 Introduction to Linguistics
Ms Ambrose-Grillet
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. It will provide the scientific tools to describe language. Recommended for all language-related specialties as well as for general education.
3 Lect Hrs
3 Credits

Ling 203 Language Across Time
Staff
How language and language-change have been viewed across time; processes and patterns of linguistic change, linguistic reconstruction in the Indo-European family; the birth of modern linguistic theory.
3 Lect Hrs
3 Credits

Ling 210 Transformational Syntax
Ms Ambrose-Grillet
This course will train the student in using the principles and methods developed since 1957 by Chomsky and his followers.
Prerequisite: Ling 201 or 203 or Anth 281 or 285.
3 Lect Hrs
3 Credits

Ling 230 Speech Sounds and Theory
Ms Parkhurst
The way linguists analyze speech sounds: articulatory and acoustic phonetics, phonemes and phonological theory, and research methods applied to the sound systems of languages.
3 Lect Hrs
3 Credits

Ling 260 Bilingualism
Ms Ambrose-Grillet
The student will investigate the political, cultural, sociological, educational, and linguistic implications of multi-lingualism. This course should be particularly relevant for those students whose childhood language was not English and for those who are learning foreign languages or going to teach bilingual children.
3 Lect Hrs
3 Credits

Ling 300 Linguistic Topics
Mr Bruss
A survey of the varieties of linguistic research: grammatical theory, sociolinguistics, psycholinguistics, physiology of language, semiotics, literary stylistics, language learning, language history, etc. The course is taught as a seminar, emphasizing students' in-class reports and discussions and a major research project.
Prerequisite: Ling 210 or permission of instructor.
3 Lect Hrs
3 Credits

Ling 351 Comparative History of Romance Languages
Mr Giustiniani
A comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis will be placed upon French, Italian, and Spanish. (No knowledge of these languages required.)
3 Lect Hrs
3 Credits

Ling 450 Comparative Linguistics
Mr Giustiniani
An introduction to diachronic linguistic history of languages and historical grammar in general. Grouping of genetically related languages and comparison among them as methods for the reconstruction of older patterns in each group. Emphasis will be put on the Indo-European, Germanic, and especially Romance language families. The course will be adapted to the needs and linguistic backgrounds of the students who enroll.
3 Lect Hrs
3 Credits

Marxist Studies Certificate Program

Director
Associate Professor AP Simonds

The Program

The program in Marxist Studies is intended to allow both degree-and non-degree-seeking students interested in Marxist analysis to pursue a coherent, sequential, cross-disciplinary program of study in which they can both acquire a sound grasp of the conceptual resources of the Marxian tradition and become experienced in the rigorous and self-critical use of these resources

Requirements and Recommendations

Admissions

Any student may participate in the program, but its requirements will be most easily met by those who major in either economics or political science. Since the advising system is a crucial part of the program, students who wish to participate will be expected to meet with the director at an early date (normally before the end of the sophomore year) in order to discuss their objectives and to be assigned an advisor. Those who major in economics or political science will have a single advisor for both their programs; students majoring in other departments will develop a curriculum in joint consultation with the department advisor and the Director of Marxist Studies; non-degree-seeking students will be assigned an advisor in one of the sponsoring departments. All students undertaking this program will be expected to plan their courses carefully and to consult regularly with their advisors.

Courses

In order to obtain a Certificate in Marxist Studies, students will be required to complete a minimum of six upper-level courses (normally during their junior and senior years). In preparation for this work, they will be advised to complete at least three appropriate introductory courses (preferably during their freshman and sophomore years). The program thus involves the following four components, to be taken in sequence:

1. Preparatory Work:

During the freshman and sophomore years, students are advised to complete the following courses:

a. Either Econ C125 or 125, *or* Interd 105
b. Either Econ C101 or 101, *or* Econ C102 or 102
c. PolSci 123

Students who have not completed these three courses, should consult with their advisors to assure that they have equivalent background before enrolling in upper-level courses in the program.

In addition to these preparatory courses, students are encouraged to enroll in appropriate introductory courses in other disciplines during their first two years: particularly important to Marxist studies are courses in history (e.g., Hist C123 or 123), philosophy (e.g., Phil C100 or 100), and sociology (e.g., Sociol C101 or 101).

2. Required Course in Marxist Theory:

Each student in the program should take, preferably during the first semester of the junior year, at least one of the following:

a. Econ 281 (Marxist Economic Analysis)
b. PolSci 459 (Karl Marx's Marxism)
c. Phil 289 (Marxist Philosophy)

3. Elective Courses in Marxist Analysis:

During the junior and senior years, students are to choose at least one course in *each* of the following four areas:

a. Marxist Thought and its Critics
b. Capitalist Development and its Global Consequences
c. Problems of Contemporary Capitalist Society
d. Revolution and Efforts to Construct Socialist Society

Courses appropriate to each area will obviously vary from one year to the next. A list of courses, arranged by category, will be distributed prior to every semester. The following courses can be considered illustrative:

Econ 282 (Current Issues in Marxist Economics)— area 1
Phil 332 (Major Currents of 19th Century Thought)— area 1
PolSci 464 (New Left Politics and Theory)— area 1
Econ 225 (U.S. Economic History)— area 2
Hist 392 (History of Working People in America)— area 2
PolSci 353 (European Political Development)— area 2
Econ 243 (Political Economy of Black America)— area 3
PolSci 365 (Politics of Communication)— area 3
Sociol 231 (Social Stratification)—area 3
Econ 272 (Comparative Economic Systems)— area 4
PolSci 465 (Women and Revolutions)— area 4
Hist 324 (Modern Russian History)— area 4

4. Senior Project

In one or both of their last two semesters, students will follow a program of independent reading and writing on a topic designed in consultation with an advisor in the program. This project may take the form of an honors thesis in economics or political science (subject to relevant departmental rules concerning such projects) or it may be an independent study project in one of the departments. Students from other departments may elect to do the Senior Project in their major field, designed and executed in consultation with the director of the program. Non-degree-seeking students will develop a project in consultation with their advisor and the program director. All students will participate in a senior colloquium tied to the Marxist Studies seminar series.

Note: Course work undertaken for the above four components of the Marxist Studies Program shall include a minimum of two courses in economics and two courses in political science.

Transfer Credit Policy

Credit for equivalent work at other schools may be granted by the director of the program. Students should plan to take at least half of the courses required for this program at UMass/Boston.

Information

Further information about the program in Marxist studies is available from the director or from either of the sponsoring departments— Political Science and Economics.

Department of Mathematical Sciences

Faculty

Colin Godfrey, Associate Professor and Chairperson; Professors Bernice Auslander, Alfonso Azpeitia, Ethan Bolker, Matthew Gaffney, Herbert Kamowitz, Stephen Parrott, Geza Schay, Robert Seeley, Taffee Tanimoto; Associate Professors James Byrnes, Daniel Comenetz, Ernest Elyash, Guy Hogan, George Lukas, Joan Lukas, John Lutts, Robert Morris, Some Nath Mukherjee, Kenneth Newman, Elizabeth O'Neil; Assistant Professors So-fei Fang, Michael Tomlinson, Dennis Wortman.

The Department

The Department of Mathematical Sciences offers programs leading to a BA or BS in applied mathematics, computer science, or pure mathematics. Non-degree seeking students may earn a major certificate (equivalent to a major in computer science) or an intermediate certificate (oriented to applications) in computer science. The department offers master's degrees in pure mathematics and in computer science (beginning in 1982)

The department also offers introductory courses to prepare students for programs in pre-medicine, management, the social sciences and the natural sciences.

Requirements and Recommendations

Preparatory Work

Any student who intends to take a mathematics course that is either Math C140 (Calculus I) or below it, must furnish proof to the department that he or she qualifies. This proof must be either:

a. a suitable score in the math placement test or
b. an official document from the Registration and Records Office indication that he or she has successfully completed the course's prerequisites.

Note in particular that successful completion of Math C110 does not of itself qualify one to take either Math C130 or Math C137. To enter either of these courses one *must* have a suitable placement test score.

Each student planning a major in the Department of Mathematical Sciences is strongly urged to consult her or his departmental advisor and the various departmental advising brochures. The groupings of courses given in the listings below are not an adequate guide either to the order in which courses should be taken or to the system of prerequisites. Furthermore, not every course in each major can be offered each semester. The department will advise each student about the most effective sequence for her or his needs.

Majors

The Department of Mathematical Sciences offers a choice of three different majors: one in pure mathematics, one in applied mathematics, and one in computer science.

1. A student who majors in *pure mathematics* is required to take:
   a. Math C140, C141, 150 and 240.
   b. Phys C113 (lab optional).
   c. Math 260, 310 or 320, 360 and 450.
   d. At least four math courses above Math 260 (other than those listed in 1c).
2. A student who majors in *applied mathematics* is required to take:
   a. Math C137, C140, C141, 150 and 240.
   b. Phys C113 (lab optional).
   c. Math 260 and 450.
   d. At least six math courses above Math 260 (other than Math 450) as follows:
      i. at least five of these courses must be taken from among: Math 267, 301, 310, 311, 320, 330, 425, 455, 472, 645 and 646.
      ii. at least one of the five required 2d i must be taken from among:
      Math 301, 425, 472 and 646.

   Students who major in applied mathematics are encouraged to take additional physics courses. In particular Phys C114 (lab optional) is recommended.
3. A student who majors in *computer science* is required to take:
   a. Math C140, C141 and either 150 or 260.
   b. Math C137, C138, 250, 267 and 301.
   c. Math 330 and one from among: Math 360, 458, 470, 472 and 645.
   d. At least two computer electives; currently these may be selected from among: Math 425, 440 and 478 (independent study in advanced computer topics).
   e. Phys 374 (entered with permission of instructor).

Honors

Although the department does not conduct an honors program, able students will be given every opportunity to do advanced work under the direction of appropriate faculty members.

Juan Carlos Merlo Prize

Awarded annually to a mathematics student for outstanding achievement, the prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts at Boston.

Transfer Credit Policy

Because no student may register for a math course at UMass/Boston that is below Math C141 without taking a math placement exam, there is danger that he or she may duplicate courses. For students are often placed by the exam results at a course level for which they have already received transfer credit. Should this be the case, the student has two choices. He or she may *audit* the UMass course — preparing himself or herself for placement (by additional testing) at a course level that entails no duplication. Or he or she may take the course for credit at UMass/Boston — in which case the equivalent transferred course would be removed from his or her permanent record. In case of doubt it is the student's responsibility to contact the Department of Mathematical Sciences for advice.

Details about advance placement or CLEP should be handled through the Admissions Office in cooperation with the department.

Students pursuing a major in the Department of Mathematical Sciences must take a minimum of four upper division courses in their major requirements at UMass/Boston. Each is strongly advised to seek advice pertinent to his or her situation from the departmental advisors.

Mathematical Sciences

Preparation in Fundamental Skills

The CAS Office of Academic Support and Advising offers a two-credit, self-paced workshop designed to prepare students for Math C110 and to provide instruction in elementary mathematics. For details, consult this office.

Math C105 Introduction to Computer Concepts
Staff
Discussion of computer applications, components and terminology; historical and recent developments; computer "arithmetic"; data processing equipment and its uses; computer languages. Note: No student will receive graduation credits for Math C105 if it is taken after successful completion of Math C137 or a higher math course. This course will neither prepare students for courses in programming computers nor for any other math course. Students interested in learning computer programming should take Math C137 and not C105. Math majors cannot take Math C105 for credit.
Prerequisite: Math Placement Test.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C110 Basic Algebra
For students with weak math background who want to develop skills for further math or science courses. Covers basic high school math. Topics include: multiplying and factoring polynomials, linear equations and straight lines, fractional exponents and radicals, ratios of polynomials, quadratics, word problems. Generally limited to students with less than 3 years of high school math preparation.
Note: No student will receive graduation credits for Math C110 if it is taken after successful completion of Math C124 or C130 or a higher math course.
Prerequisite: Math Placement Test only.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C120 Liberal Arts Mathematics
Staff
Designed for students who do not expect to take many mathematics and/or science courses. Aims at providing an appreciation of the nature of mathematics. Topics serving that end are selected from number theory, elementary topology, combinatorics, etc. This course is not a prerequisite for other courses and it has no other college mathematics courses as a prerequisite.
Not open to mathematics majors.
Prerequisite: Math Placement Test or, if necessary, Math C110.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C124 Applied Algebra
Staff
Linear functions, quadratic functions, electronic aids to calculation, descriptive statistics, least squares fitting of straight lines to data points, exponential and logarithmic functions. The stress in this course is on graphing, applications and mathematical modeling.
Note: This course and Math C130 may not both be taken for credit without the explicit permission of the department. (No student may take this course for credit after successful completion of Math C130 or a higher math course.) Students who wish eventually to take Math C140 are advised not to take this course. Should such a student's placement test score place him or her in this course, he or she should consult the math department before registering. While open to all students not excluded by the above, it is especially designed to be of service to those who major in biology or the more quantitatively oriented social sciences.
Prerequisite: Math Placement Test or, if necessary, Math C110.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C125 Elementary Probability Theory
Staff
For non-science and non-mathematics majors only. Topics include: elementary set theory, combinations, permutations and other counting formulas, finite probability theory, random variables and their distributions. Serves as preparation for Math C126 or statistics courses in other departments.
Note: No student will receive graduation credits for Math C125 if it is taken after successful completion of Math 345 or 645.
Not open to mathematics majors.
Prerequisite: Math Placement Test
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C126 Elementary Statistics
Staff
Statistics without calculus. Brief review of elementary probability. Finite distributions and probability density functions. Computation of and elementary analysis of variance and regression. Expectation, confidence intervals and a few distribution-free non-parametric methods of data analysis
Note: No student will receive graduation credits for Math C126 if it is taken after successful completion of Math C136 or 345 or 645.
Prerequisite: Math C125 or equivalent.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C130 Precalculus
Staff
Preparation for first year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, semilog graphing, and the trigonometric functions and their inverses. Qualified students should enter Math C140 *without* taking this course.
Note: No student will receive graduation credits for Math C130 if it is taken after successful completion of Math C140 or a higher math course. Students who have successfully completed Math C130 may not subsequently take Math C124 for credit.
Prerequisite: Math Placement Test only. Successful completion of Math C110 is not enough.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C135 Survey of Calculus
Staff
Calculus developed intuitively and applied to problems in biology, economics, psychology and geometry. A course for non-physical science and non-math majors. Suitable for some pre-medical programs (along with Math C136).
Note: No student will receive graduation credit for Math C135 if it is taken after successful completion of Math C136, C140 or a higher math course.
Prerequisite: Math C124 or C130.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Mathematical Sciences

Math C136 Applied Calculus with Statistics
Staff
Calculus for functions of two variables — partial derivatives, maximization, integration. Applications of calculus to inferential statistics: statistical sampling, statistical measurements, essential probability theory, significance of statistical measurement, regression. Examples from the biological and social sciences. For non-math majors only.
Note: Math C126 and Math C136 may not both be taken for credit. No student will receive graduation credits for Math C136 if it is taken after successful completion of Math C141 or a higher math course.
Prerequisite: Math C135 or equivalent.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C137 Introduction to Computing
Staff
An introduction to the computing process: problem solving with a computer and programming in a computer language. Programming problems make up a substantial part of the course.
Note: Math 137F is an alternative form of Math 137. No one may take both Math C137 and Math 137F for credit.
Prerequisite: Math Placement Test.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C138 Intermediate Computing
Staff
The design and implementation of computer programs in a higher level language, with emphasis on proper design principles, proper utilization of advanced programming concepts, advanced features of the programming language and efficient debugging techniques. The assignments are designed to introduce the student to all varieties of topics in computing, for example: text processing, compiling techniques, Turing machines.
Prerequisite: Math C137 or permission of instructor.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Math C140 Calculus I
Staff
The first in the calculus sequence of courses for science and math majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometrical and physical problems, discussion of algebraic and transcendental functions.
Note: A student who has received credit for Math C135 may not take Math C140 for credit without the explicit permission of the department.
Prerequisite: Math Placement Exam or Math C130.
Core Area: Mathematics and Computer Languages.
4 Lect Hrs
4 Credits

Math C141 Calculus II
Staff
Continuation of Math C140. Topics include: transcendental functions, techniques of integration, applications of the integral, improper integrals, L'Hospital's rule, sequences, series.
Prerequisite: Math C140 or equivalent.
Core Area: Mathematics and Computer Languages.
4 Lect Hrs
4 Credits

Math 150 Vector Geometry and Matrices
Plane and solid analytic geometry from the vector-space point of view. Elementary systems of linear equations. Elementary operations for 2×2 and 3×3 matrices over R. determinants.
Note: No student will receive graduation credit for Math 150 if it is taken after successful completion of Math 260.
Prerequisite: Math C130 or equivalent.
3 Lect Hrs
4 Credits

Math 179 Computer Language Supplement
Staff
Designed primarily for non-computer science majors. Covers at an elementary level computer languages not normally offered. Provides a vehicle for a student to study the beginnings of a computer language after having taken an introductory programming course in another language. Offered occasionally, depending upon both demand and resources. This course is an elective and cannot be used to replace any regular computer science offering.
Prerequisite: Permission of the Department of Mathematical Sciences and of the instructor.
1-2 Credits

Math 240 Calculus III
Staff
Calculus of functions of several variables. Topics include: partial derivatives, transformations, derivative as a matrix, chain rule, directional derivatives, gradients, second derivatives; multiple integrals, substitution rule, Jacobians; path integral.
Prerequisite: Math C141 and either Math 150 or Phys C114 (lab optional). Neither of the latter two may be a corequisite.
3 Lect Hrs
4 Credits

Math 250 Numerical Computing
Staff
An introduction to the classical techniques of numerical analysis: root finding, approximation and interpolation and integration. A thorough discussion of problems of error and of floating and fixed point computation. Students will be expected to solve a number of numerical problems using the computer. (Primarily for applications of interest to students in applied math, engineering, physics, chemistry, biology, psychology and economics).
Prerequisite: Math C137 and C140 or permission of instructor. Corequisite: Math C141. Math 150 or 260 recommended.
3 Lect Hrs
4 Credits

Math 260 Linear Algebra I
Staff
Elementary theory of abstract vector spaces. Topics include: linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.
Prerequisite: Math C141 and Math 150. Math 240 strongly recommended.
3 Lect Hrs
4 Credits

Mathematical Sciences

Math 261 Linear Algebra II
Staff
Topics include: the problem of similarity, Jordan canonical form, Euclidean and Hermitian spaces, orthogonality, normal operators, spectral theorem; multilinear algebra, quadratic forms, etc.
Prerequisite: Math 260.
3 Lect Hrs
3 Credits

Math 267 Machine and Assembly Language Programming
Staff
A detailed description of the structure and machine language of digital computers and of the hardware components of computing systems. The use of assembly language and its relation to higher level programs and data structures will be explored. Students will be expected to complete a number of programs exemplifying the techniques of the course.
Prerequisite: Math C138 or permission of instructor.
3 Lect Hrs
4 Credits

Math 301 Algorithms and Data Structures
Staff
A systematic study of the methods of structuring data in computing. Advance techniques for program development and organization.
Prerequisite: Math C138 and C140 or permission of instructor. Math 345 is recommended.
3 Lect Hrs
3 Credits

Math 310 Applied Ordinary Differential Equations
Staff
Comprehensive study of ordinary differential equations. Series solutions to differential equations, Bessel functions, characteristic functions, Fourier series.
Prerequisite: Math C141 and either Math 150 or Phys C114 (lab optional).
3 Lect Hrs
3 Credits

Math 311 Applied Partial Differential Equations
Staff
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations.
Prerequisite: Math 240 and Math 310. Phys C113 (lab optional) is at least a corequisite:
3 Lect Hrs
3 Credits

Math 320 Calculus IV, Vector Calculus
Staff
Differential and integral calculus of vector fields. Topics include: surface-area integrals, smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surface, Maxwell's equations; differential forms, exterior derivative.
Prerequisite: Math 240. Math 260 is a suggested corequisite.
3 Lect Hrs
3 Credits

Math 330 Applied Discrete Mathematics
Staff
An introduction to the algebraic structures used in computing: sets, mathematical induction, ordered sets, Boolean algebras, calculus, graphs, trees, finite fields, error-correcting codes, and automata theory. Proofs of theorems about these structures will be constructive (algorithmic). Applications to computing will be discussed.
Prerequisite: Math C141 and 150 or 260. Math C137 or 260 recommended; or permission of instructor.
3 Lect Hrs
3 Credits

Math 342 The Structure of Higher Level Languages
Staff
A description of the syntax and semantics of some well-known higher level languages, such as FORTRAN, ALGOL, ALGOL 68, PL/I, SNOBOL, LISP, and APL. A few of these will be studied in detail, and mathematical notation for the description of the syntax and semantics of computer languages in general will be introduced. Algorithms for translation of elementary language constructs will be delineated.
Prerequisite: Math C138 and Math 301 or permission of the instructor. Math 267 and 330 are recommended corequisites.
3 Lect Hrs
3 Credits

Math 345 Probability Theory
Staff
This course assumes general mathematical ability at the Calculus II level. The basic concepts of probability theory, such as probability space, combinatorial problems, random variables, distributions, expectation, variance, and generating functions, are introduced; and several applications, such as limit laws, Markov processes and queues, are presented.
Prerequisite: Math C141.
3 Lect Hrs
3 Credits

Math 360 Abstract Algebra I
Staff
Review of set theory. Overview of algebraic structures. Elementary theory of groups, rings and modules.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 361 Abstract Algebra II
Staff
Polynomial rings. Field theory, Galois theory. Further topics in group and ring theory.
Prerequisite: Math 360.
3 Lect Hrs
3 Credits

Math 368 Operating Systems
Staff
An overall description of operating systems used on modern computers and the problem of resource sharing. Specific discussions of techniques for memory management, protection, file management, and system evaluation.
Prerequisite: Math C138 and 267. Math 301 is at least a corequisite. (These prerequisites may be waived with the permission of the instructor.)
3 Lect Hrs
3 Credits

Math 370 History of Mathematics I
Staff
Traces the development of mathematics from ancient times up to and including the 17th century developments in calculus. Emphasis will be on the development of mathematical ideas and methods of problem solving.
Note: Only one semester of Math 370-371 may count towards the major, but both may be taken for graduation credit.
Prerequisite: At least junior standing in mathematics.
3 Lect Hrs
3 Credits

Mathematical Sciences

Math 371 History of Mathematics II
Staff
Continues the history of mathematics from 17th century developments in calculus to 20th century mathematics with the same emphasis.
Note: Only one semester of Math 370-371 may count towards the major but both may be taken for graduation credit.
Prerequisite: Math 370 or equivalent.
3 Lect Hrs
3 Credits

Math 425 Numerical Analysis
Staff
Approximations of roots, finite differences. Interpolation. Numerical solutions of differential and algebraic equations. Students will have access to computer terminals.
Prerequisite: Math 250 and either Math 310 or 320 or permission of instructor.
3 Lect Hrs
3 Credits

Math 450 An Introduction to Real Analysis
Staff
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs
3 Credits

Math 455 An Introduction to Complex Analysis
Staff
Complex numbers. Complex functions. Power series. Trigonometric functions. Moebius transformations. Differentiation and integration of analytical functions. Cauchy's theorem. Residues, singularities. Meromorphic functions.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs
3 Credits

Math 458 Theory of Numbers
Staff
Prime numbers. Congruences and residues. Approximation of real numbers by rationals. Diophantine equations.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs
3 Credits

Math 460 Topics in Geometry
Staff
Topics taken from classical Euclidean geometry and non-Euclidean geometries, projective geometry, lattices, finite geometries.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 472 Optimization Theory
Staff
Linear and convex programs. Theory of Farkas-Minkowski and Kuhn-Tucker. LaGrange multipliers. Duality. Applications and computational methods and algorithms. Convergence and finiteness. Simplex method iterative methods for non-linear programs. Optional topics.
Prerequisite: Math 260 and 240
3 Lect Hrs
3 Credits

Math 475 Topology
Staff
Topological spaces. Convergence and continuity. Compactness and connectedness properties. Introduction to homotopy theory and combinatorial topology.
Prerequisite: Math 450.
3 Lect Hrs
3 Credits

Math 478 Reading in Mathematics
Staff
Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
Prerequisite: Permission of department prior to registration.
Hrs by arrangement
3 Credits

Math 586 Curriculum, Methods and Practice Teaching of Mathematics in Secondary Schools
Staff
The issues, principles, curriculum and methods involved in teaching mathematics in secondary schools. Includes work in a mathematical materials laboratory.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching
9 Credits
Given usually in the spring semester each year.

Math 587 Curriculum Methods and Materials for Teaching Math in the Elementary School
Staff
Survey of the goals and history of elementary school math instruction. Relation of children's cognitive development to growth in math concepts and skills. Model lessons in ways to develop different math concepts as well as instruction through learning centers and self-instructional activities. Concepts of elementary school math curriculum. Organizing and equipping a classroom math lab. Students engage in diagnosing children's work, writing lesson and unit plans, making games and familiarizing themselves with a broad range of math materials and curricula.
Prerequisites: Acceptance into Elementary TCP and at least two math courses at the Math C120 or higher level.
3 Lect Hrs (including math lab hrs)
3 Credits

Math 640 Theory of Computations
Staff
Abstract models of computational processes, mathematical formulations of the notion of effective procedure. Unsolvable problems.
Prerequisite: Math 260 or 330 or equivalent.
3 Lect Hrs
3 Credits

Math 642 Compilers
Compiler techniques: lexical scanners, recognizers, precedence strammers, production of language, routine storage organization, symbol tables, internal forms of the source program, semantics. Storage allocation, error recovery, code generation, code optimization. Translation systems, interpreters, compiler-compilers, macro processors. Grammar and high-level languages. Programming practice writing a compiler for a reasonably large subset of ALGOL, Pascal or similar algebraic language.
Prerequisite: Math C 137, 267, 301, 330 and 342 or permission of the instructor.
3 Lect Hrs
3 Credits

Math 645 Probability and Statistics I
Staff
Discrete probability theory. Some limit theorems. Random variables and generating functions.
Prerequisite: Math 310 or Math 320 or equivalent.
3 Lect Hrs
3 Credits

Mathematical Sciences

Math 646 Probability and Statistics II
Staff
Renewal theory. Application of renewal theory. Stochastic processes. Elementary theory of continuous random variables and some statistical theory.
Prerequisite: Math 645.
3 Lect Hrs
3 Credits

Math 665 Differential Geometry
Staff
An introduction to classical differential geometry with corresponding modern algebraic approaches, leading to an introduction to Riemannian geometry. Techniques involve tensor analysis and multilinear algebra.
Prerequisite: Math 320 and Math 260.
3 Lect Hrs
3 Credits

Math 670 Mathematical Logic I
Staff
Statement calculus, predicate calculus, axiomatic theories, truth models.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs
3 Credits

Math 671 Mathematical Logic II
Staff
Properties of formal theories: consistency, completeness, decidability. Goedel's incompleteness theorem for first order arithmetic.
Prerequisite: Math 670.
3 Lect Hrs
3 Credits

Department of Music

Faculty

David N Patterson, Associate Professor and Chairperson; Professors John Huggler, Nicholas Tawa; Associate Professors Laurence D Berman, Robert Prins; Assistant Professor Henry Edmonds

The Department

The aim of the Music Department is to provide a thorough grounding in the principles of theory and an intensive knowledge of the aesthetics and major stylistic developments throughout the history of music. Our curriculum helps prepare students for advanced work in music theory, history, and composition. Instruction in performance is shaped to the individual needs of the students.

The Music Department also offers a variety of courses for those students whose main interests lie outside music.

Requirements

The Major

Music majors must take a minimum of 34 credits in music which must include Music 101-102, 121-122, 221-222. All music majors will be expected to take at least two courses in music history and literature.

All music majors must acquire at least an elementary proficiency at the piano. A minimum of three years membership in a University performing group is also required. For more detailed information, the prospective major should apply to the secretary of the Music Department for the syllabus of basic major requirements.

Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will suit her or his own needs and satisfy the requirements of the Music Department.

Honors

Although the department does not conduct an honors program, able students will be given every opportunity to do advanced work under the direction of appropriate faculty members.

Transfer Credit Policy

The department puts no limit on the number of transfer credits it will accept, but it sets a minimum of 15 credits to be earned by the transfer student in taking courses offered by the UMass/Boston Music Department, as well as a minimum residency of 1½ years.

Music C111 Introduction to Music
Mr Berman, Mr Patterson
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Core Are: The Arts.
3 Lect Hrs
4 Credits

Music C112 Introduction to Music
Mr Huggler, Mr Patterson
A continuation of Music C111. Basic materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Music

Music C241 American Music I
Mr Tawa
The growth and development of American music to the year 1900 (Charles Ives) in both its rural-folk and urban aspects.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Music C242 American Music II
Mr Tawa
The present day ferment in American music and the gradual emergence of American composers of international stature.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Music 001 Chorus
Mr Hill
3 Lect Hrs
1 Credit

Music 101 Music Ideas and Literature
Staff
Freshman orientation course. Required for all music majors.
3 Lect Hrs
4 Credits

Music 102 Music Ideas and Literature
Staff
Continuation of Music 101. Required for all music majors.
3 Lect Hrs
4 Credits

Music 121 First Year Theory
Mr Berman, Mr Patterson
Harmony, melody and music theory.
Prerequisite: Permission of instructor.
3 Lect Hrs
4 Credits

Music 122 First Year Theory
Mr Berman, Mr Patterson
A continuation of Music 121. Harmony, melody and music theory.
Prerequisite: Permission of instructor.
3 Lect Hrs
4 Credits

Music 123 Ear Training and Sight-Singing
Mr Prins
A course combining melodic and harmonic dictation and sight-singing of melodies. Encompassing simple material to material of medium difficulty, common and compound time, primary triads.
3 Lect Hrs
3 Credits

Music 124 Ear Training and Sight-Singing
Mr Prins
Encompassing medium-difficult to difficult melodies, combined rhythms, secondary triads and seventh chords. This is a companion course to Music 121-122 and Music 131-132.
3 Lect Hrs
3 Credits

Music 131 Elements of Music
Staff
The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs
2 Credits

Music 132 Elements of Music
Staff
A continuation of Music 131. The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs
2 Credits

Music 185 Applied Music
Staff
Individual and class instruction in instrument and voice. Instruction in the following instruments has been offered: flute, violin, piano, classical guitar, clarinet, oboe, saxophone. The program is open to students who have been officially declared as music majors for at least one semester and who are either actively engaged in fulfilling music major requirements or have completed all of these. Lessons are given weekly for a ten-week period. Students are responsible for providing their own instruments. This course can be repeated with the permission of the instructor and the approval of the department chairperson.
Hrs by arrangement
1 Credit

Music 221 Second Year Theory
Mr Prins
Advanced study of harmony, melody, and music theory.
Prerequisite: Music 122.
3 Lect Hrs
3 Credits

Music 222 Second Year Theory
Mr Prins
A continuation of Music 221. Required for all music majors.
Prerequisite: Music 221.
3 Lect Hrs
3 Credits

Music 223 Ear Training and Sight-Singing
Mr Prins
A continuation of Music 123-124. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
2 Lect Hrs
3 Credits

Music 224 Ear Training and Sight-Singing
Mr Prins
A continuation of Music 223. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
2 Lect Hrs
3 Credits

Music 231 Elements of Music
Staff
A continuation of Music 131-132 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs
2 Credits

Music 232 Elements of Music
Staff
A continuation of Music 231 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs
2 Credits

Music 234 Development of Chamber Music
Mr Berman
Selected works from Haydn to Schoenberg, centering chiefly on the medium of string quartet.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs
3 Credits

Music 235 Opera
Staff
Development of opera after the Baroque. Emphasis on Mozart, Verdi, The *Verissimo,* and Stravinsky's *The Rake's Progress.*
Prerequisite: Music 122.
3 Lect Hrs
3 Credits

Music

Music 251 History and Development of Jazz in America
Mr Huggler
The development of jazz from its origin to the present.
3 Lect Hrs
3 Credits

Music 252 The History of Non-Jazz Black Music
Staff
The varieties of black music found in popular, religious, minstrel show and formal music.
3 Lect Hrs
3 Credits

Music 261 19th Century Music
Mr Tawa
The development of symphonic music from Schubert to Mahler.
Prerequisite: Music 102 or equivalent.
3 Lect Hrs
3 Credits

Music 262 Music in the 20th Century
Mr Prins
The various directions taken by music since 1900.
Prerequisite: Music 122.
3 Lect Hrs
3 Credits

Music 271 Music of the Classical Period
Mr Tawa
Music of the Classical Period with emphasis on Haydn and Mozart.
Prerequisite: Music 102 or equivalent.
3 Lect Hrs
3 Credits

Music 272 The Musical Works of Beethoven
Mr Tawa
Beethoven's musical works— his symphonies, quartets and piano sonatas.
Prerequisite: Music 102 or equivalent.
3 Lect Hrs
3 Credits

Music 281 Counterpoint
Mr Patterson
A survey of melodic and contrapuntal techniques.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 282 Form and Analysis
Mr Patterson
A study of the formal aspects of compositions from the song— ABA— through the orchestral tone poem. Each composition will be examined for harmonic application as well as its overall formal aspects.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 290 Orchestra
Mr Prins
Performance of orchestral and chamber music.
3 Lect Hrs
1 Credit

Music 291 Orchestration I
Staff
The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
Prerequisite: Music 221-222.
3 Lect Hrs
3 Credits

Music 292 Jazz Ensemble
Ms Myers
Analysis, improvisation and performance of jazz.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Music 293 Composition
Mr Huggler
Investigations and exercises in rhythmic studies and the relationship of melody to harmony and organic growth.
Prerequisite: Music 121.
3 Lect Hrs
3 Credits

Music 295 Music of the High Baroque
Mr Berman
Music from the time of Bach, Handel, Vivaldi, and Couperin.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs
3 Credits

Music 331 French Literature and Music
Mr Berman, Mr Collignon
The relations between several works of French literature and the musical compositions which they inspire.
3 Lect Hrs
3 Credits

Music 332 Music in the Renaissance
Mr Tawa
The sacred and secular compositions of the 15th and 16th centuries. From Dufay to Gabrielli.
Prerequisite: Music 293.
3 Lect Hrs
3 Credits

Music 479 Independent Study
Staff
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project would be done. An extended written paper would be the normal outcome of such a project.
Hrs by arrangement
3 Credits

Music 586 Methods and Practice Teaching of Music in Secondary Schools
Staff
Instruction in methods of teaching music and supervision in practice teaching.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs
9 Credits

Department of Philosophy

Faculty

Howard Cohen, Associate Professor and Chairperson; Professors Jane Martin, Robert Shope, Robert Swartz; Associate Professors Martin Andic, Lawrence Blum, Clyde Evans; Assistant Professors Karen Fiser, Tommy Lee Lott, Janet Farrell Smith.

The Department

The Philosophy Department offers three major programs. Each is intended for students with special interests in philosophy. The *Standard Major* provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy. The major in *Ethics, Social and Political Philosophy* is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It should provide a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a good liberal arts base for careers in politics, the law, or social service. The third program is the *Dual Major in Philosophy and Psychology*. This is an integrated course of study for students of issues common to philosophy and psychology and/or problems in the basis and method of psychology. This major is different from a double major in philosophy and psychology: in a double major a student must fulfill the major requirements of both departments, while in the dual major fewer courses, in another pattern, are required. The dual major is a good base for work in many fields of psychology as well as for specialized graduate work in either philosophy or psychology.

The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Requirements and Recommendations

The Philosophy Department offers courses at four levels of undergraduate study:

100-level courses

100-level courses are typically open to freshmen. They presume no previous coursework in philosophy and do not presume completion of the CAS writing requirement (Freshman English or its equivalent).

200-level courses

200-level courses are typically open to sophomores. They presume an introductory level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. 200-level courses also presume some previous instruction in writing.

300-level courses

300-level courses are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and completion of the CAS writing requirement. 300-level courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

These courses are typically junior and senior level courses. They presume completion of one or two philosophy courses and of the CAS writing requirement. 400-level courses are generally on specialized or more advanced topics.

600-level courses

These are graduate courses which are open to juniors and seniors with the permission of the instructor.

These categories are *guides* to aid students in course selection rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Standard Philosophy Major

Standard Philosophy majors are required to take:

1. Phil C100 or 100 (Introduction to Philosophy)
   Phil C120 or 120 (Introduction to Logic)
   Phil 211 (Ancient Philosophy)
   Phil 212 (Modern Philosophy)
2. Five additional courses in philosophy, including at least two numbered 300 or higher.

Note: Two 100-level courses at most may be counted toward the major.

Ethics, Social and Political Philosophy Major

Requirements for the Ethics, Social and Political Philosophy major are Phil C100 or 100 (Introduction to Philosophy) and eight additional courses including at least five from the following three areas, with at least one from each area. One of the eight courses must be numbered 300 or higher. No more than two 100-level courses may count toward the major.

1. *History of Ethics, Social and Political Philosophy.*
   This area includes: Phil 216 (History of Ethics), Phil 218 (Major Social and Political Thinkers), Phil 289 (Marxist Philosophy), Phil 365 (Kant's Moral Philosophy and Its Major Critics).
2. *Theory of Ethics, Social and Political Philosophy.*
   This area includes: Phil 220 (Ethical Theory), Phil 280 (Social and Political Philosophy), Phil 282 (Third World Political Philosophy), Phil 290 (Philosophy of Law), Phil 335 (Rights).
3. *Problems in Ethics, Social and Political Philosophy.*
   This area includes: Phil C108 or 108 (Moral and Social Problems), Phil 222 (Moral Issues in Medicine), Phil 242 (Philosophical Issues of Sexuality), Phil 287 (Equality), Phil 288 (Capitalism and Socialism), Phil 295 (Egoism, Selflessness, and Love).

The following courses often or usually count toward the Ethics and Social and Political Philosophy major: In area (1): Phil 211 (Ancient Philosophy), Phil 227 (Existentialism), Phil 351 (Plato), Phil 357 (Kierkegaard); in area (3): Phil 305 (Philosophy and Literature).

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the Ethics, Social and Political Philosophy major requirements. The course must bear a close relation to the concerns and methods of the major. However, a petition is automatically accepted for a course in which faculty from the Philosophy Department do at least 50% of the teaching, e.g., LawJus 220 (Social Justice).

Philosophy

To have a course counted for credit toward this major which is not indicated as counting toward it on the pre-registration listing, a student must obtain the instructor's permission at the beginning of the semester and must also inform his or her advisor.

Dual Major in Philosophy and Psychology

In addition to a standard double major in philosophy and psychology, the Philosophy and Psychology Departments offer a special directed major. This dual major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses, six from each department, plus a course in directed independent study (usually taken during the final year). Of these, the following particular courses are required:

   Philosophy
   C100 or 100 (Introduction to Philosophy)
   120 (Introduction to Logic)
   Psychology
   C100 or 101 (Introduction to Psychology)
   C102 or 102 (Research in the Behavioral Sciences) *and either*
   C280 (History of Psychology) *or*
   480 (Systems of Psychology)
   Phil/Psych
   Phil 487 or Psych 487 (Dual Independent Study)

2. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking any courses in those departments, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in those departments prior to setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into the student's course of study.

3. Such integrated courses of study need not require departmental approval in individual cases so long as both advisors concur in their judgment of the viability of the student's program, and the major requirements are satisfied.

4. Waiving any major requirement does require approval of both departments.

It is necessary to get approval for any of these philosophy majors from the Philosophy Department, and to sign up for them *by title* with the Office of Registration and Records.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include Phil 100 (introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses numbered under 200 may be included in the required six.

Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

Transfer Credit Policy

No more than three transfer courses are normally accepted toward the major requirements in philosophy. Beyond that, a petition from the student is required.

Phil C100 Introduction to Philosophy
Staff
An introductory examination of the problems and scope of philosophy.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Phil C108 Moral and Social Problems
Mr Blum, Mr Cohen
Important moral and social issues of current concern will be examined and debated. The course covers three problems each semester from a list including: criminal punishment, war, abortion, racism, violence, the death penalty, private property, and sexism.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Phil C120 Introduction to Logic
Ms Farrell Smith
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking, formal logic, truth functions, quantifiers, proofs of formal adequacy, the classical problem and new riddle of induction, reasoning with probabilities and elements of game theory.
Core Area: Mathematics and Computer Languages.
3 Lect Hrs
4 Credits

Phil C205 Inquiry and Investigation
Staff
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

Phil 100 Introduction to Philosophy
Staff
An introductory examination of the problems and scope of philosophy.
3 Lect Hrs
4 Credits

Phil 101 Projects on Contemporary Issues
Staff
Research will be conducted on relevant contemporary issues that relate to traditional philosophical problems.
1 Credit

Philosophy

Phil 104 Reasoning and Argument
Mr Evans
Introduction to the basics of reasoning, argumentation, and critical thinking. Discussion will include criteria of sound reasoning, valid argumentation, common fallacies, and basic informal logic. The course will depend heavily on examples and exercises, which will be drawn primarily from non-philosophical discourse, e.g., political statements, advertisements, news stories, comic strips.
3 Lect Hrs
3 Credits

Phil 105 Putting Reasoning into Effective Writing
Mr Evans
This course is designed to help students perfect their skills in the presentation of writing, reasoned argument, and discourse. The course will focus on methods of analysis, definition, and conceptual clarification, types of argumentation, and the applicability of different types of argumentation in practical affairs. Throughout, the theme will be ways of effectively translating these intellectual skills into forceful prose for the purpose of communication and rational dialogue. This course satisfies one semester of the freshman writing requirement.
3 Lect Hrs
4 Credits

Phil 108 Moral and Social Problems
Mr Blum, Mr Cohen
Important moral and social issues of current concern will be examined and debated. The course covers three problems each semester from a list including: criminal punishment, war, abortion, racism, violence, the death penalty, private property, and sexism.
3 Lect Hrs
3 Credits

Phil 120 Introduction to Logic
Ms Farrell Smith
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking, formal logic, truth functions, quantifiers, proofs of formal adequacy, the classical problem and new riddle of induction, reasoning with probabilities and elements of game theory.
3 Lect Hrs
4 Credits

Phil 130 Philosophy of Education
Ms Martin
Philosophical ideas and concepts relevant to the nature and aims of education.
3 Lect Hrs
3 Credits

Phil 211 Ancient Philosophy
Mr Andic
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 212 Modern Philosophy
Mr Andic, Mr Cohen
The views of the continental rationalists— Descartes, Spinoza, Leibnitz— and the British Empiricists— Locke, Berkeley, Hume— in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Phil C100 or 100.
3 Lect Hrs
3 Credits

Phil 214 Contemporary Philosophy
Mr Swartz
Some major trends of analytical philosophy in the 20th century. Emphasis on the role of language in the formulations of proposed solutions to traditional problems in epistemology and metaphysics in the writings of such philosophers as Russell, Moore and Wittgenstein.
Prerequisite: Phil C100 or 100.
3 Lect Hrs
3 Credits

Phil 216 History of Ethics
Mr Blum
Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill and Nietzsche.
Prerequisite: Phil C100 or 100.
3 Lect Hrs
3 Credits

Phil 218 Major Social and Political Thinkers
Ms Martin
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Stress will be put on the continuing relevance of these philosophers and political scientists.
3 Lect Hrs
3 Credits

Phil 220 Ethical Theory
Mr Blum
The main problems and theories concerning the nature, scope and justification of value judgments. A systematic rather than historical approach.
Prerequisite: Phil C100 or 100
3 Lect Hrs
3 Credits

Phil 222 Moral Issues in Medicine
Ms Farrell Smith
Concepts of health, illness, healing, under different paradigms of medicine. Is medicine an art or a science? Impact of medical technology on human life, death, what is considered "natural," with attention to issues in human reproduction (e.g., in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationship, patient advocacy, self-help, right to health care or to refuse treatment. Social and political questions of health care organization.
3 Lect Hrs
3 Credits

Phil 224 Philosophy of Art
Mr Andic
Theories of art, its meaning, purpose, intellectuality, and mystery, the meaning of irony, the nature of artistic imagination, the relations of art to morality, religion, philosophy, and everyday life. Focus on the "traditional" theory of art in Plato's *Republic* and *Symposium,* with further readings from Simone Weil, AKC Coomaraswamy, Iris Murdoch, Martin Lings, Shakespeare, Keats, Robert Bresson, Max Picard, and RH Blyth.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect Hrs
3 Credits

Philosophy

Phil 225 Philosophy of Religion
Mr Andic, Mr Shope
A critical study of religious understanding and faith, and relations between religion and philosophy, and between religion and morality. Topics such as: love, freedom, truth, meaning, immortality, suffering and happiness, justice and forgiveness, punishment and reward, proofs and disproofs of the existence of God and explanations of the nature of divinity and its relation to human beings.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 227 Existentialism
Mr Fiser
Major forces and concepts in the development of existentialism.
Prerequisite: Phil C100 or 100.
3 Lect hrs
3 Credits

Phil 228 Philosophy of the Mind
Mr Shope, Mr Andic,
Ms Radden
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect hrs
3 Credits

Phil 230 Philosophy and Feminism
Ms Martin, Ms Farrell Smith
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers.
Prerequisites: At least one course in philosophy and one course in women's studies are recommended.
3 Lect Hrs
3 Credits

Phil 242 Philosophy of Sexuality
Ms Radden
Theories of sexual morality proposed by philosophers and religious authorities are examined, and the relation between sex and sin is traced from Plato, through the works of Augustine and Aquinas, to those of present day moralists. Ancient and modern philosophical theories of sexuality and sexual love are considered as well as analyses of associated emotions like love, shame and possessiveness and the relation of sexuality to self image. Certain political questions are addressed: e.g., the relation of law to sexual morality.
3 Lect Hrs
3 Credits

Phil 247 Problems of Metaphysics
Staff
Ideas such as substance, causality, mind and body, and free will as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 260 Bertrand Russell
Ms Farrell Smith
Russell's contributions to philosophy of language, logic, theory of knowledge, science. His relations with other philosophers (Frege, Wittgenstein, William James) and 20th century intellectual issues (pacifism, secular humanism).
3 Lect Hrs
3 Credits

Phil 265 Sanity and Madness
Ms Radden
Critical analysis of central legal, moral, and conceptual claims made about psychiatry and mental illness. Authors discussed will include those of the anti-psychiatry movement, especially RD Laing and Szasz.
3 Lect hrs
3 Credits

Phil 275 Topics in Educational Theory and Philosophy
Ms Martin
Designed for students with some background in philosophy. This course focuses on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, the nature of a liberal education.
Prerequisite: Introduction to Philosophy or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 280 Social and Political Philosophy
Mr Cohen, Mr Blum
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract.
Prerequisite: Phil C100 or 100.
3 Lect Hrs
3 Credits

Phil 282 Third World Political Philosophy
Mr Lott
Analysis of arguments presented in the writings of a selection of third world thinkers, such as Fanon, Nkrumah, Senghor, Ho Chi Minh, Mao Tse Tung, DuBois, Garvey, and Guevara. Consideration of such issues as colonialism, Marxism, cultural nationalism, authenticity, and violence.
3 Lect Hrs
3 Credits

Phil 285 Freud, Skinner and Philosophy
Mr Shope
Clarification and appraisal of Skinner's philosophy of science (which he calls radical behaviorism), his value theory and epistemology, the nature of his fundamental concepts and the logic of the arguments in which he applies them to humans, as well as his objections to mentalistic theories such as those of psychoanalysis. Application of philosophy of science to Freud's views in order to clarify the concepts: unconscious, preconscious, the ego, the id; to explain and assess the logic of Freud's arguments for the claim that there are causally active unconscious mental states; to analyze psychoanalytic hypotheses about the "meaning" of mental phenomena, and about their "motives" and causes; and to provide a critique of the concepts of psychic energy and wish fulfillment. Comparison of the strengths and weaknesses of Freud's and Skinner's views from a philosophical perspective.
Prerequisite: Phil 100 or permission of instructor.
3 Lect Hrs
3 Credits

Philosophy

Phil 287 Equality
Mr Blum
The notion of equality between people, with particular reference to two prominent forms of social inequality— sexual and class. Connection of equality to respect, self-respect, and dignity. Issues of status, prestige, and social valuing and their relation to a person's valuing of himself or herself. Readings: Mill, *The Subjection of Women;* Sennett and Cobb, *The Hidden Injuries of Class;* DeTocqueville, *Democracy in America;* contemporary philosophers such as John Rawls, BAO Williams; descriptions of egalitarian societies— Israeli Kibbutz, China; writings from the women's liberation movement.
3 Lect Hrs
3 Credits

Phil 288 Capitalism and Socialism
Staff
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors, the course will focus on the values embodied in each system, for example: equality, justice, civil liberties, cooperation, and individual initiative. The nature, and importance to each system, of underlying assumptions about human needs and desires will also be considered.
Prerequisite: Phil C100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 289 Marxist Philosophy
Ms Fiser
Introduction to writings of early and mature Marx, Engels, and some contemporary Marxist thinkers. The Marxist position is contrasted with other philosophical theories by means of exploring the following topics in depth: alienation; theory of knowledge; materialism and dialectical method; Marxist theory on institution of the family and oppression of women. Readings in current socialist and feminist thinkers, e.g., Mitchell, Ronbotham, Zarethaky.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 290 Philosophy of Law
Staff
Investigation of the internal aspects of law and legal systems (e.g., the nature of law, the structure of legal systems, criteria of legal validity); consideration of a legal system as an isolated closed system of concepts, postulates, rules of inference, deductions, and conclusions. The course will also be concerned with the external aspects of the law (i.e., those relationships which exist between the law itself, conceived simply as a body of rules, and other things external to itself), the functions of the law, the limits of lawmaking as an enterprise, and most especially the relationship between the law and morality.
Prerequisite: Phil C100, 100, or permission of instructor.
3 Lect hrs
3 Credits

Phil 295 Egoism, Selflessness and Love
Mr Blum
An examination of some central issues in moral philosophy— Are people concerned only with themselves? Is genuine love or altruism possible; and is it good to be selfless; or is it only rational to pursue one's own interests? Does altruism involve self-denial?— and grounding of these issues and concepts in psychology and social theory. Reading from philosophers such as Hobbes, Kant, Schopenhauer, Scheler; psychologists such as S Freud, Horney, Anna Freud; and contemporary experimental work on altruism with reference to selfishness and selflessness in women, e.g., deBeauvoir; the social context of egoism and altruism, e.g., RH Titmuss; the gift relationship.
3 Lect Hrs
3 Credits

Phil 297 Oriental Philosophy
Staff
Examination of theoretical and practical presuppositions and methods of three great Eastern traditions (Hinduism, Buddhism, Taoism). The interface of Eastern approaches and crucial problems in Western philosophy and psychology. Readings such as the *Vedas* and *Upanishads, Bhagavid-Gita,* selected Buddhist *Hinayana* and *Mahayana* texts, *Tao-Te-Ching* (Lao Tzu), selections from Chuant Tzu, and modern approaches of Smith (*Religions of Man*), and Robert Orenstein (*Psychology of Consciousness*).
Prerequisite: Some background in Western philosophy
3 Lect Hrs
3 Credits

Phil 300 Philosophy of History
Ms Martin, Mr Cohen
Some special problems concerning the conditions of historical knowledge, such as the possibility of objectivity, the standards for justified explanation, the role of causal laws, and the place of value judgments.
Prerequisite: Any course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Phil 305 Philosophy and Literature
Mr Andic
A study of concepts such as self knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings will be selected from such works as *Middlemarch* by George Eliot, *Anna Karenina* by Tolstoy, *The Brothers Karamazov* by Dostoevsky, *Red and Black* by Stendhal, *Remembrance of Things Past* by Proust, *Under the Net* by Iris Murdoch.
Prerequisite: One philosophy course numbered 200 or above or permission of instructor.
3 Lect Hrs
3 Credits

Philosophy

Phil 310 Philosophy of Action
Ms Martin
Critical examination of fundamental topics in philosophy of action: the distinction between action and behavior, basic actions, the individuation of actions, ability and action, responsibility and action, knowledge of one's own actions, and the explanation of action. Discussion of the works of such philosophers as Austin, Melden, Davidson, Chisholm, VonWright and Goldman.
Prerequisite: Phil C100 or 100, and one philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 311 Medieval Philosophy
Mr Andic
A survey of major medieval philosophers, chiefly Augustine, Boethius, Anselm, Aquinas, Eckhart, and Nicolas of Cusa, with emphasis on their theories of self-knowledge, wisdom, goodness, happiness, love, truth, freedom, being, language, intellect and reason, eternity, time, and man as an image of God.
Prerequisite: Phil 211 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 320 Empiricism
Staff
A study of major epistemological and metaphysical works of John Locke, George Berkeley and David Hume.
Prerequisite: 2 courses in philosophy.
3 Lect Hrs
3 Credits

Phil 327 Meaning and Being
Ms Fiser
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the Life-World, Being-in-the-World, and Forms of Life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to 19th Century Thought or to Existentialism.
Prerequisite: One 200 level course in philosophy or permission of instructor.
3 Lect Hrs
3 Credits

Phil 332 Major Currents of 19th Century Thought
Staff
German idealism, dialectical materialism, utilitarianism, existentialism, pragmatism and vitalism.
Prerequisite: One philosophy course numbered 200 or higher.
3 Lect Hrs
3 Credits

Phil 335 Rights
Mr Cohen
Examines the concepts of "rights" in both its theoretical aspects and as it is used for advocating social change. Considers human rights, constitutional rights and legislated rights as they bear on specific problems in contemporary society.
3 Lect Hrs
3 Credits

Phil 340 Logic and Language
Ms Farrell Smith
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and theory of truth, Chomsky's views on language and mind, relation between language and culture. Readings in current philosophy and linguistics. Course satisfies linguistics concentration requirements.
Prerequisite: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 345 Theory of Knowledge
Mr Swartz, Mr Shope
Knowledge— its nature, forms, methods, scope, and validation.
Prerequisite: One philosophy course numbered 200 or above.
3 Lect Hrs
3 Credits

Phil 346 Philosophy of Science
Staff
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 350 Philosophy of Anthropology
Mr Andic
Theories of meaning, truth, reality, and knowledge in the study of alien, especially pre-literate, societies and conceptual systems. Readings from authors such as Hume, Ayer, Pierce, Popper, Wittgenstein, Winch, Rhees, MacIntyre, Gellner, Evans-Pritchard, Horton, Jarvie, Douglas and Levi-Strauss.
Prerequisite: Phil C100, 100, or one philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 351 Plato
Mr Andic
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist,* and *Statesman and Philebus,* as a solution to problems raised by his predecessors, notably Pythagoreans, Heraclitus, Parmenides and the Sophists.
Prerequisite: Phil 211 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 352 Aristotle
Mr Andic
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: Phil 211 or permission of instructor.
3 Lect Hrs
3 Credits

Philosophy

Phil 357 Kierkegaard
Mr Andic
Theories of meaning, truth, knowledge, good and freedom in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: Phil C100, or permission of instructor.
3 Lect Hrs
3 Credits

Phil 362 The Critical Philosophy of Immanuel Kant
Mr Swartz
The critique of pure reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: Phil 212 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 365 Kant's Moral Philosophy and Its Critics
Mr Blum
A study of Immanuel Kant's major ethical writings (groundwork of the metaphysics of morals; selections from the critique of practical reason, religion within the limits of reason alone) and of Kant's most significant critics of the 19th and 20th century:
A Schopenhauer (on the basis of morality), GWF Hegel, F Nietzsche, K Marx, M Scheler or N Hartmann.
3 Lect Hrs
3 Credits

Phil 370 Wittgenstein
Ms Fiser
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus*, the course provides historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations, Zettel,* and *On Certainty.*
Prerequisites: Philosophy 100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs
3 Credits

Phil 375 Philosophy and Psychoanalytic Pychology
Mr Shope
Philosophical clarification of psychoanalytic concepts (e.g., unconsciousness, wish-fulfillment, psychic energy, the meaning of mental phenomena) and assessment of the justification for theoretical and clinical claims in psychoanalysis. Students are urged to read Freud's *General Introduction to Psychoanalysis* and some of *The Interpretation of Dreams* before taking the course.
Prerequisite: Psych 101, 215, 220 or permission of instructor.
3 Lect Hrs
3 Credits

Phil 388 Moral Issues
Mr Swartz
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month will be spent on each issue.
Prerequisite: Philosophy 100 or C108 or 108 or permission of the instructor.
3 Lect Hrs
3 Credits

Phil 478 Independent Study I
Staff
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

Phil 479 Independent Study II
Staff
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

Phil 480 Group Independent Study
Staff
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs
3 Credits

Phil 481 Selected Special Topics in Philosophy
Selected special topics in philosophy.
Prerequisite: Phil C100, 100, C108, or 108.
3 Lect Hrs
3 Credits

Phil 487 Dual Independent Study
Staff
Independent study for students in the Dual Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs
3 Credits

Phil 501 Internship in Philosophy
Staff
Student will assist in direction of research on contemporary issues carried on in Phil 101.
Prerequisite: Permission of Philosophy Department.
1 Credit

Phil 601 Foundations of Philosophical Thought
Mr Swartz
By discussing four or five traditional substantive problems in philosophy — morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization — we will attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We will also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior or senior standing and permission of instructor.
3 Lect Hrs
3 Credits

Department of Physics

Faculty

John Shane, Associate Professor and Chairperson; Commonwealth Professor Ernest A Lynton; Professors Marvin M Antonoff, Donald H Lyons, D V G L N Rao, George Salzman; Associate Professors Leonard A Catz, Edward S Ginsberg, Harold P Mahon, Arthur W Martin, Benjamin R Mollow, Martin Posner; Assistant Professor Nareshchandra P Shah

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and force exemplify such concepts, while the laws of thermodynamics and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in radiation, acoustics, optics, magnetism and other areas. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the natural world.

Courses for Non-Science Majors

Courses numbered between C121 and C150 are intended primarily for non-science students. They all emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy the natural science requirements and carry four credits.

Introductory Physics Courses

Phys C105-C106 is a laboratory-centered course intended for students who are not necessarily well prepared in science or mathematics but who have scientific or technical inclinations. It may also appeal to non-science students who prefer a practical, rather than theoretical, introductory course. Phys C107-C108 is a course intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Phys C113-C114 is a calculus-level introductory course intended for students in the physical sciences, pre-engineering, and mathematics. Phys 211 completes the introductory sequence of calculus-level courses.

Requirements and Recommendations

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in Physics 113-114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into Physics 113-114, should seek advice from the department about an alternative course sequence before starting introductory physics.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 281, 312, 321, either 371 or 382, and two physics electives at the level of 300 or higher. Physics majors also must complete Mathematics 240 and 310. A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, with prior approval of the department, at least one semester before his or her expected graduation. Prior approval is required.

Requirements For Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 218, 312, 321, either 371 or 382, either 322 or 374, 421, and two physics electives at the level of 300 or higher. In addition majors must complete Chemistry 103-104 and Mathematics 240, 310, and 137. (Students with proficiency in computer programming may request of the department a waiver of the Mathematics 137 requirement.) Students should note that the University requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350 and 422, and two or more semesters of mathematics courses such as Mathematics 311 and 320. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Honors

Students wishing to graduate with honors in physics must

a. complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member; and
b. have a 3.0 cumulative average in physics courses; and
c. have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts at Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Phys C105 Exploring the Physical World

Staff

A laboratory-centered course that uses observation and measurement to approach the principles underlying everyday devices and phenomena. The course is intended especially for students with a technical or scientific inclination who are not well prepared in science and mathematics and therefore need an introductory foundation course. Also open to non-science students who enjoy laboratory work and prefer the practical to the theoretical. Note: Phys C105 will not be offered in 1981-1982. Core Area: Natural Sciences. 2 Lect Hrs, 1 Disc Hr, 3 Lab Hrs 4 Credits

Physics

Phys C106 Exploring the Physical World II
Staff
A continuation of Phys C105.
Note: Phys C106 will not be offered in 1981-1982.
Core Area: Natural Sciences.
2 Lect Hrs, 1 Disc Hr, 3 Lab Hrs
4 Credits

Phys C107 College Physics I
Staff
Non-calculus introductory physics for the student with a strong interest or background in science. Topics in mechanics, wave motion, heat, kinetic theory of gases, electricity, optics, atomic and nuclear physics. Biology majors, premedical students, and others who need or want laboratory work in physics should enroll concurrently in Phys 171. Phys 181 is also available.
Prerequisite: Math C130 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
4 Credits

Phys C108 College Physics II
Staff
A continuation of Phys C107. Biology majors, premedical students, and others who need or want laboratory work in physics should enroll concurrently in Phys 172. Phys 182 is also available.
Prerequisite: Phys C107 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr
4 Credits

Phys C113 Fundamentals of Physics I
Topics in classical physics, including mechanics, thermodynamics, and kinetic theory. Basic concepts of calculus are introduced within the context of physical phenomena. Students who need or want laboratory work in physics should enroll concurrently in Phys 181. Phys 171 is also available.
Corequisite: Math C140; Corequisite for physics majors— Phys 181 or 171.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs
4 Credits

Phys C114 Fundamentals of Physics II
Staff
Electricity, magnetism, waves and light, further development of mathematical tools of physics. Students who need or want laboratory work in physics should enroll concurrently in Phys 182. Phys 172 is also available: Note: Phys C114 may be substituted for Math 150 as a prerequisite for Math 240.
Prerequisite: Phys C113 or permission of instructor.
Corequisite: Math C141; Corequisite for physics majors— Phys 182 or 172.
Core Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs
4 Credits

Phys C121 Introduction to Astronomy I
Staff
Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration and life on other worlds.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C122 Introduction to Astronomy II
Staff
A continuation of Phys C121. Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration and life on other worlds.
Prerequisite: Phys C121 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C123 Concepts of Modern Physics I
Staff
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C124 Concepts of Modern Physics II
Staff
A continuation of Phys C123. A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. the Material is developed in historical context and includes topics of contemporary interest.
Prerequisite: Phys C123 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C132 Energy
Staff
The problems of energy— what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization— are considered from all aspects— scientific, technical, environmental, economic, etc. Topics include theory of energy, generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources. General problems related to the production and consumption of energy, and problems specific to particular sources.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C133 Introduction to Earth Science I
Staff
A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics included are the origin of the earth, its energy and material resources, earthquakes, volcanism, tides, environmental impact of human technology.
Corequisite: Phys 135.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Phys C134 Introduction to Earth Science II
Staff
A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics included are the origin of the earth, its energy and material resources, earthquakes, volcanism, tides, the weather, and other geophenomena, the evolution of life and the environmental impact of human technology.
Prerequisite: Phys C133.
Corequisite: Phys 136.
Core Area: Natural Sciences.
3 Lect Hrs
4 Credits

Physics

Phys C221 Astrophysics, Relativity, and Cosmology
Staff
Introduction to Einstein's theories of special and general relativity and the idea of curved spacetime. Application to cosmological theories of the universe, including the big bang and steady state models. Analysis of observational evidence for such theories.
Prerequiste: Phys C122 or permission of instructor.
Core Area: Natural Sciences.
3 Lect Hrs
3 Credits

Phys 135 Earth Science Laboratory I
Staff
A laboratory course designed to accompany Phys C133. Basic experiments include: examination of minerals, rocks, and fluid earth materials, analysis of sedimentary processes and weathering; study of diverse geological processes using topographical and geological maps, aerial photographs, and field trips.
Corequisite: Phys C133.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 136 Earth Science Laboratory II
Staff
A laboratory course designed to accompany Phys C134. Basic experiments include: examination of minerals, rocks, and fluid earth minerals, analysis of sedimentary processes and weathering; study of diverse geological processes using topographic and geologic maps, aerial photographs, and field trips.
Corequisite: Phys C134.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 171 Introductory Physics Laboratory I
Staff
A laboratory course designed primarily for biology majors and premedical students. Experiments in basic physics on mechanics, electricity and magnetism, and optics.
Corequisite: Phys C107 or C113.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 172 Introductory Physics Laboratory II
Staff
A laboratory course designed primarily for biology majors and premedical students. Experiments in basic physics on mechanics, electricity and magnetism, and optics.
Corequisite: Phys C108 or C114.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 181 Physics Laboratory I
Staff
Laboratory work in mechanics, thermodynamics, electricity and magnetism, and optics. Students are offered the opportunity to develop extended projects with the guidance of the instructor. The course is designed for science majors or others having interest in exploring and explaining physical phenomena through laboratory work.
Corequisite: Phys C107 or C113.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 182 Physics Laboratory II
Staff
Second of two semesters of laboratory work in mechanics, thermodynamics, electricity and magnetism, and optics. Students are offered the opportunity to develop extended projects with the guidance of the instructor. The course is designed for science majors or others having interest in exploring and explaining physical phenomena through laboratory work.
Corequisite: Phys C108 or C114.
2.5 Lab Hrs in alternate wks
1 Credit

Phys 211 Introduction to Contemporary Physics
Staff
Special relativity, atomic physics and elements of quantum mechanics, introduction to elementary particle physics, nuclear physics and solid state physics.
Prerequisite: Phys C114.
Corequisite: Math 240 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 281 Physical Laboratory I
Staff
Basic principles of experimental physics and error analysis. Experiments in mechanics, heat, optics, electricity, magnetism, atomic and nuclear physics.
Prerequisite: Phys 172 or 182 or permission of instructor.
4 Lab Hrs
2 Credits

Phys 312 Mechanics
Staff
Principles of Newtonian mechanics, conservation laws, gravitational potential theory and conservative fields, central forces, oscillatory systems, rigid body rotation and relativistic mechanics.
Corequisite: Math 310.
Prerequisite: Phys 211 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 321 Theory of Electricity and Magnetism I
Staff
Basic concepts of electric and magnetic fields, electrostatics, magnostatics, electric currents, electromagnetism, development of Maxwell's equations and simple application, physical optics, reflection, dispersion, polarization and diffraction.
Prerequisite: Math 240, Phys 312 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 322 Theory of Electricity and Magnetism II
Staff
A continuation of Phys 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, special relativity.
Prerequisite: Phys 321, Math 270.
3 Lect Hrs
3 Credits

Phys 350 Statistical Physics
Staff
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 371 Basic Electronics with Lab
Staff
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, pulse amplifiers.
Prerequisite: Phys C114, 172 or 182.
1 Lect Hr, 4 Lab Hrs
3 Credits

Physics

Phys 374 Digital Electronics
Staff
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean Algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counter, registers and readouts, digital and analog-digital instruments, and microprocessing systems.
Prerequisite: Phys 371.
3 Lect Hrs
3 Credits

Phhs 382 Intermediate Laboratory
Staff
Experiments in geometrical and physical optics, electronics, atomic physics, nuclear physics. Individual program of experiments for each student according to his/her interests and previous experience.
Corequisite: Phys 321 or permission of instructor.
Prerequisite: Phys 281.
4 Labs Hrs
2 Credits

Phys 421 Atomic Physics and Introduction to Quantum Mechanics
Staff
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, radiation phenomena.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs
3 Credits

Phys 422 Nuclear and Particle Physics
Staff
A continuation of Phys 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problem in quantum mechanics, particles.
Prerequisite: Phys 421.
3 Lect Hrs
3 Credits

Phys 430 Introduction to Solid State Physics
Staff
An introductory treatment of the physics in solids.
Prerequisite: Phys 350 and 421.
3 Lect Hrs
3 Credits
Offered in alternate years

Phys 479 Readings in Physics I
Staff
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisite: Junior standing, approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement
13 Credits

Phys 480 Readings in Physics II
Staff
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisite: Junior standing, approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement
1-3 Credits

Phys 487 Research in Physics I
Staff
Supervised research.
Prerequisite: Junior standing and approval by supervising instructor and department chairperson.
Hrs by arrangement
1-3 Credits

Phys 488 Research in Physics II
Staff
Supervised research.
Prerequisite: Junior standing and approval by supervising instructor and department chairperson.
Hrs by arrangement
1-3 Credits

Phys 601 Electronic Instrumentation
Staff
A lecture and laboratory course to provide a working understanding of modern electronics and instrumentation. Topics include semiconductor devices, input transducers, operational amplifiers, non-linear devices, digital electronics, microprocessors. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation for physical measurement and control, and large scale integrated circuit digital processing techniques.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 602 Laser Optics Laboratory
Staff
A lecture and laboratory course to provide a working understanding of modern optics, lasers and applications. Topics include optical resonators, solid state, gas and semiconductor lasers, tunable dye lasers, nonlinear optics and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation as well as relevant theory.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 603 Nuclear Radiation Physics and Biophysics Laboratory
Staff
A laboratory-based course to illustrate the theory and experimental techniques utilized in nuclear radiation physics and biophysics. Topics include modes of production of nuclear radiation (charged particles, electromagnetic, neutrons), interaction of radiation with matter (including biological tissue), instruments and techniques for radiation detection and spectroscopy, radiation protection and safety, and the use of radioisotopes in physical, chemical and biomedical research. Selected topics may include: neutron activation analysis, X-ray fluorescence, the Mossbauer effect, radioimmunoassay techniques utilizing radioisotopes, computer assisted tomography (CAT), and experiments on the interaction of radiation with tumor cells.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 604 Cryogenics and Vacuum Technology
Staff
A lecture and laboratory course to provide a working understanding of modern practice in cryogenics and vacuum technology. Topics include low temperature properties of materials, gas purification, separation and liquification systems, instrumentation for measurement of temperatures and pressure and vacuum technology. Selected topics, which may vary from year to year according to the interests of staff and recent developments in technology, will stress practical instrumentation and applications.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Physics

Phys 605 Energy Laboratory
Staff
A lecture and laboratory course focusing on small-scale technology and methods for improving the efficiency of energy use. Topics representing current activities of the staff, and student interests, may include: methods for passive and active solar collection, computer based instrumentation techniques, energy auditing of industrial processes, alternative techniques for saving energy in residential buildings, and computer modeling of building energy performance and the effect of parametric modifications to the envelope, HVAC and other energy systems of commercial buildings.
Note: Phys 605 will not be offered in 1981-82.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 611 Theory of Classical Mechanics and Fluid Mechanics
Staff
Principles of classical mechanics. Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, continuous media, fluid mechanics.
Prerequisite: Permission of instructor.
3 Lect Hrs 1 Disc Hr
3 Credits

Phys 612 Electromagnetic Theory
Staff
A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media, electromagnetic theory of continuous media, reflection, refraction, diffraction and radiation of electromagnetic waves. Applications will be selected from such topics as wave guides and resonant cavities, and magneto-hydrodynamics and plasma physics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 613 Quantum Mechanics, Atomic and Molecular Physics
Staff
A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, perturbation theory. Other topics, e.g., magnetic resonance, symmetry groups, elementary particles, will be selected according to student and faculty interests.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 614 Thermodynamics and Statistical Mechanics
Staff
A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles will be made to physical, chemical, and biological systems of special or current interest.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Department of Political Science

Faculty

Edmund Beard, Associate Professor and Chairperson; Boyden Professor Franklin K Patterson; Commonwealth Professor William Roy Hamilton; Professor Emeritus Dorothy Marshall; Professors George Goodwin, Jr, Robert J Steamer, Glenn E Tinder, Robert C Wood, Associate Professors Keitha Fine, Sanford R Lieberman, Diane Paul, AP Simonds, John Spence, Primo Vannicelli, James Ward; Assistant Professors Kathleen Hartford, Morris Lounds, Paul Watanabe

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate confidently and carefully political phenomena. We analyze local, national, and international institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take Pol Sci 122, Pol Sci 123 and eight additional courses in political science of which at least one must be taken in each of the following four areas:

A. Politics of an Industrial Society

PolSci C201
PolSci C203
PolSci C244
PolSci 303
PolSci 311
PolSci 318
PolSci 324
PolSci 325
PolSci 327
PolSci 328
PolSci 329
PolSci 332
PolSci 338
PolSci 341
PolSci 344
PolSci 354
PolSci 356
PolSci 360
PolSci 363
PolSci 365
PolSci 484
PolSci 485

B. Politics of a Transitional Society

PolSci C202
PolSci 351
PolSci 353
PolSci 371
PolSci 387
PolSci 388
PolSci 391
PolSci 392
PolSci 486
PolSci 487

C. International Relations

PolSci C220
PolSci 402
PolSci 411
PolSci 412
PolSci 415
PolSci 420
PolSci 421
PolSci 424
PolSci 430

Political Science

D. Political Theory

PolSci C251
PolSci C252
PolSci 451
PolSci 452
PolSci 454
PolSci 455
PolSci 459
PolSci 464
PolSci 465
PolSci 468
PolSci 470
PolSci 472

(Certain political science courses do not fall into any of the above four categories.)

A student who completes the requirements of a second major or of a concentration or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses in cognate fields toward this total of ten.

No more than three courses in practical politics or internships, and no more than three courses in independent study or honors work, may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

1. PolSci 122 and PolSci123
2. Four more political science courses, including at least two at the 300 or 400 level.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisors prior to the completion of their junior year.

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass/Boston.

PolSci C122 Government and Politics of the United States
Staff
The three main branches of the national government, federalism, political parties, interest groups, and governmental functions.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C123 Political Ideas of the Twentieth Century
Staff
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C201 Comparative Politics of Industrialized Societies
Staff
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C202 Comparative Politics of Transitional Societies
Staff
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Core Area: Social and Behavioral Sciences
3 Lect Hrs
4 Credits

PolSci C203 Public Policy
Mr Beard
The process of policy making in Washington and the manner and effects of policy implementation in states and localities. Special attention will be paid to the development of writing skills.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C220 International Relations
Staff
Through the examination of past and current international events, this course will identify basic principles and concepts which explain the behavior of nations; and it will provide an introduction to the general area of social and behavioral sciences. Special attention will be given to the role of war, economic relations, technology, ideologies (Marxism and Capitalism-Liberalism in particular), and various attempts like those of the United Nations to regulate international conflict. Of particular concern will be the role of the Third World and its perspective, the dynamics of global interdependence, and the psychological dimension which ultimately determines how nations perceive each other. This course will also help students develop their analytic skills in speaking, reading, and writing.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C224 The Political Novel
Mr Tinder
This course will study some of the best novels concerning political conditions, ideas and passions in our time. Franz Kafka, Andre Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings in the 20th century; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us. The course is an introduction to the area of Philosophical and Humanistic Studies suitable for students interested in a variety of fields. Instruction in writing exams and essays is provided.
Prerequisite: Sophomore standing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

PolSci C230 Introduction to Political Analysis
Staff
An introduction to political science and the ways in which human nature, politics and society are studied in the area of social and behavioral sciences. The course material covers three areas: the possibilities and problems of scientific study of political phenomena; the basic orientations within political science (such as systems theory behavioralism, structural-functionalism, etc.); and introductory statistics— no math background is required. The course introduces students to the communicative and analytic methods of a scholarly discipline, teaches them to read theoretical and research materials, and enables them to acquire basic quantitative skills.

Political Science

Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C244 Problems of Urban Politics
Ms Paul, Mr Spence
Some of the issues raised by urbanization— are cities necessary? and is the relatively democratic structure of American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?— considered in historical and comparative perspectives. Special attention will be paid to the development of writing skills.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

PolSci C251 Ancient and Medieval Political Thought
Mr Ward
The origins and the early development of the main political ideas of the West.
Prerequisite: Sophomore standing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

PolSci C252 Modern Political Thought
Mr Simonds, Mr Ward
The history of Western political ideas from the time of Machiavelli to that of Marx. Special attention will be paid to the development of writing skills.
Prerequisite: Sophomore standing.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

PolSci 122 Government and Politics of the United States
Staff
The three main branches of the national government, federalism, political parties and interest groups, and governmental functions.
3 Lect Hrs
4 Credits

PolSci 123 Political Ideas of the Twentieth Century
Staff
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
3 Lect Hrs
4 Credits

PolSci 201 Comparative Politics of Industrialized Societies
Staff
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
3 Lect Hrs
3 Credits

PolSci 202 Comparative Politics of Transitional Societies
Staff
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
3 Lect Hrs
3 Credits

PolSci 220 International Relations
Mr Watanabe, Mr Vannicelli
Analysis of the basic principles and concepts which explain the behavior of states as they interact with each other. Examination of the struggle for power and the search for order in historical and contemporary perspective. Special attention to: the causes, functions, and effects of war; the role of power, national interest, foreign policy-making, nationalism, the Third World, ideology and technology in international politics; emerging patterns of transnational interdependence.
3 Lect Hrs
3 Credits

PolSci 230 Introduction to Political Analysis
Mr Ward
The principal topics will include philosophical foundations of political science, research methods, and statistical approaches.
3 Lect Hrs
3 Credits

PolSci 303 Public Policy
Mr Beard
Political aspects of social and economic policies in the United States. Analysis of both empirical and normative factors in the formation of public policy.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 304 The Political Novel
Mr Tinder
A study of contemporary political realities and ideas as these are illuminated by novels. Subjects studied include revolution, tyranny, fanaticism, liberalism, alienation, and personal responsibility. Such writers as Silone, Koestler, Trilling, Dos Passos, Kafka, Malraux, and Marquez.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 305 Images of World Politics in Film and Literature
Staff
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
Prerequisite: PolSci C200 or equivalent.
3 Lect Hrs
3 Credits

PolSci 306 Political Socialization
Mr Lounds
Analysis of the various institutions that act as socializing agents in the political culture. Focus will be primarily on the family and the school.
3 Lect Hrs
3 Credits

PolSci 307 Political Change and Group Identity
Mr Lounds
The course will be concerned with the impact of group identity— racial, tribal, religious, ethnic, national— on political systems in the developing and developed countries.
3 Lect Hrs
3 Credits

PolSci 309 Political Behavior
Mr Patterson
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Political Science

PolSci 311 Political Parties
Mr Goodwin
The American political process, with emphasis on political parties, pressure groups and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 318 The Legislative Process
Mr Goodwin
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 324 The American Presidency
Mr Beard
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 325 Public Administration
Mr Beard, Mr Hamilton
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 327 Public Management I
Mr Hamilton
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts will provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 328 Public Management II
Mr Hamilton
Prerequisite: PolSci 327 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 329 American Constitutional Law and Theory
Mr Steamer
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 332 Civil Liberties in the United States
Mr Spence, Mr Steamer
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on four areas: freedom of the press and speech, freedom of religion, rights of persons suspected or accused of a crime, and the development of status or rights of blacks and other minorities.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 338 Massachusetts Politics
Staff
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Credits

PolSci 341 Metropolitan Politics
Ms Paul, Mr Spence
Municipal politics, organization and functions; special reference to impact of recent social and economic changes upon city, suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 344 Problems of Urban Politics
Ms Paul, Mr Spence
Some of the issues raised by urbanization— are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?— considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 347 Politics, Social Choice and Public Policy
Mr Ward
Social choice theory is concerned with ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 351 The Politics of National Development
Staff
The extent to which elements of the Third World have progressed from statehood to nationhood during the quarter century following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 353 European Political Development
Mr Simonds
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the 19th century. The modernization of government and administration, electoral reform, and class and party politics, will be among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs
3 Credits

PolSci 354 Postwar European Problems
Ms Fine
A comparative review of postwar problems in Europe— postwar recovery parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 356 Comparative Public Administration
Ms Fine
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Political Science

PolSci 360 Government and Politics of Britain
Staff
Political institutions as they exist in the land of ultrastability, social accommodation and circulatory elitism. Comparisons with institutions in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 363 Government and Politics of the Soviet Union
Mr Lieberman
The historical and ideological origins of the Soviet Union, the role of the Communist Party in Soviet society, interest groups in the Soviet society today.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 365 The Politics of Communication
Mr Simonds
An examination and critique of the ways in which power is exercised in advanced capitalist societies, concentrating on the instruments of the state, the market, and culture.
3 Lect Hrs
3 Credits

PolSci 371 Latin American Government
Mr Spence
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 387 Government and Politics of China
Staff
A study of the Chinese Revolution of the 20th century and contemporary Chinese government.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 388 Revolution in Southeast Asia
Staff
Concentrates on the Vietnamese Revolution of the past 20 years, comparing it with political developments in other South East Asian countries.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 391 Government and Politics of Africa I
Mr Kanza
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 392 Government and Politics of Africa II
Mr Kanza
A continuation of PolSci 391. African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 402 World Politics and World Order
Mr Watanabe
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations Systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: PolSci C220 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 411 International Organizations I
Mr Kanza
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 412 International Organizations II
Mr Kanza
Continuation of PolSci 411 emphasizing regional, political and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 415 Law and International Relations
Staff
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 420 Imperialism
Staff
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the 19th and 20th centuries— that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians, Marxist and liberal, and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 421 War
Staff
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs
3 Credits

PolSci 424 American Foreign Policy
Mr Watanabe
Major issues and problems of American foreign policy in the contemporary world. The domestic sources of foreign policy. Problems examined will vary from year to year.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

Political Science

PolSci 430 Soviet Union Foreign Policy
Mr Lieberman
Topics include continuity and change in Russian and Soviet foreign policy, the role of ideology and national interest, the origin of the Cold War, the Sino-Soviet dispute and Soviet-East European relations.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 451 Ancient and Medieval Political Thought
Mr Ward
The origins and the early development of the main political ideas of the West
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 452 Modern Political Thought
Mr Simonds, Mr Ward
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 454 Recent and Contemporary Political Thought
Mr Tinder
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the 19th century. The differences among the various schools of thought such as the New Left, conservatism, behavioralism, and existentialism will be stressed and critically examined.
3 Lect Hrs
3 Credits

PolSci 455 Problems of Political Theory
Mr Tinder
A non-chronological study of the perennial questions dealt with by political philosophers. Attention will be given to identifying basic problems inherent in political existence regardless of whether they were articulated by a political group. This course will be concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
Prerequisite: PolSci 123 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 459 Karl Marx's Marxism
Mr Simonds
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs
3 Credits

PolSci 464 New Left Politics and Theory
Ms Fine
During the first half of the course students will be exposed to the major currents of Marxist thought in the 20th century, as represented primarily in the writings of East and West European Marxist Revisionists. This will provide the background for the second half of the course, in which students will research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs
3 Credits

PolSci 465 Women and Revolutions
Ms Fine
The course is designed to explore two interrelated problems: 1. The content of traditional Marxist theory on the women's question, and its impact on some now famous Bolshevik women who became revolutionary activists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Introductory politics or history course.
3 Lect Hrs
3 Credits

PolSci 468 American Political Thought
Ms Paul
An analytical and historical study of the development of American political thought and institutions from colonial times.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 470 Christianity and Politics
Mr Tinder
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers will be emphasized. Particular attention will be paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 472 Political Philosophy of Hegel
Mr Ward
The course is an inquiry into the presuppositions, intentions, contents and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts will be coupled with attention to Marxist, non-Marxist and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs
3 Credits

PolSci 477 Special Topics in Politics
Staff
Intensive study of topics in politics. Course content and credit will vary each semester and will be announced during the advance registration period. Fulfills social science core requirement.
Hrs by arrangement
1-3 Credits

PolSci 478, 479 Independent Study
Staff
A course of reading and investigation designed to supplement regular departmental offerings. Topics will be worked out by instructor and student. Regular papers will be required.
Hrs by arrangement
3 Credits

PolSci 480 Seminars
Staff
Intensive studies in various important fields in politics. Emphasis on independent research. By invitation of department.
3 Lect Hrs
3 Credits

Political Science

PolSci 484 Special Problems in the Field of Politics I
Staff
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs
3 Credits

PolSci 485 Special Problems in the Field of Politics II
Staff
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs
3 Credits

PolSci 486 Seminar— Africa and World Politics I
Mr Kanza
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: PolSci 391 or 392 or permission of instructor.
3 Lect Hrs
3 Credits

PolSci 487 Seminar— Africa and World Politics II
Mr Kanza
A continuation of PolSci 486, this seminar will concentrate on regional African groupings, the concept of African unity, the impact of multi-national corporations, and the effect of foreign aid and technical assistance.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

PolSci 488, 489 Field Work in Politics
Staff
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisite: Completion of a relevant course, and permission of department.
3 Lect Hrs
3 Credits

PolSci 490, 491 Special Issues
Staff
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement
3 Credits

PolSci 492, 493 Directed Readings in Politics
Staff
Reading of 4-6 books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings will be prepared by individual faculty members. Upon completion of a project, students will submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
Hrs by arrangement
1 Credit

PolSci 590 Field Practicum in Politics
Staff
Prerequisite: Approval of Political Science Department.
Hrs by arrangement
9 Credits

Department of Psychology

Faculty

Celia L Moore, Associate Professor and Chairperson; Professors Bernard M Kramer, Donald Krus, Bernard Rosenblatt, Maxwell Schleifer; Associate Professors Augusto Blasi, James E Brennan, Dennis Byrnes, Claire Golomb, Joan H Liem, Barbara Ross, Ina Samuels, Steven Schwartz, Edward Strickland; Assistant Professors Michael Milburn, S Shula Sommers, Carol L Smith, Helen Tager-Flusberg; Adjunct Associate Professors Todd Eachus, George Michel

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young compared to other scientific disciplines and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass/Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities and social relationships, and changes in these phenomena through growth and learning.

Requirements and Recommendations

The Major

The requirements for a major in psychology are as follows:

A. Psych C100 or 101 and Psych C102, or 102, or 270.

B. Two 200-level courses dealing with information processing or psychobiology:

   Psych 250; Psych 255; Psych 260; and Psych 265.

C. Two 200-level courses dealing with abnormal, personality, developmental or social psychology:

   Psych 200; Psych 215; Psych 241; and Psych 230.

D. Two 300-400 level courses (advanced)

F. One elective course from any area at any level.

Majors who intend to apply to graduate departments of psychology are strongly advised to take Psych 480 (Systems of Psychology) or Psych 280 (History of Psychology); Psych 370 (Advanced Research Methods); and one research practicum, e.g.: Psych 375 (Experimental Methods: General), Psych 366 (Experimental Methods: Animal Behavior), Psych 339 (Experimental Methods: Social).

The Dual Major in Psychology and Philosophy

Students with a combined interest in psychology and philosophy may elect a directed Major in Psychology and Philosophy. This major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses, six from each department, plus an Independent Study course (Psych or Phil 487) to be taken during the final year, are required. Students must take the following "basic" courses:

   Philosophy C100 or 100 (Introduction to Philosophy); 120 (Introduction to Logic);

Psychology

Psychology C100 (or 101) (Introduction to Psychology); C102 (or 102) (Introduction to Behavioral Research); and either C280 (History of Psychology) or 480 (Systems of Psychology).

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking any courses in each department, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in each department prior to setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into his or her course of study.
3. Such integrated courses of study need not require departmental approval in individual cases as long as both advisors concur in their judgment of the viability of the major program, and the basic requirements are satisfied.
4. Waiving the basic requirements, though, requires approval of both departments. Note: The Dual Major in Psychology and Philosophy is not to be construed as a double major. In a double major a student must fulfill the major requirements of both departments, while in a dual major fewer courses, in another pattern, are required.

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues of philosophy of science, research methods, ethics, etc., as they relate to the particular problems that arise as they carry out their research.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Psychology Department. A minimum of five psychology courses at or above the 200 level must be taken at UMass/Boston.

Psych C100 Introductory Psychology
Staff
An introduction to the scientific study of individuals and their behavior including an examination of human development, psychological processes (for example, feeling, thinking, learning), personalities, social relationships and biological processes. Course assignments and classroom work will integrate the course content with training in writing skills.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Psych C102 Introduction to Behavioral Research
Staff
An introduction to the ways of discovering, describing, and making warranted assertions about aspects of people and social life. The chief objectives are: 1) to develop the skills and knowledge necessary to become an intelligent critic of research in the behavioral and social sciences and 2) to impart a rudimentary understanding of the design and evaluation of scientific research. Statistical material will be treated in a conceptual manner. Course assignments and classroom work will integrate the course content with training in writing skills.
Prerequisite: Psych C100.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Psych C220 Psychoanalysis and the Study of Man
Mr Rosenblatt
Basic psychoanalytic concepts will be explored primarily through critical reading and discussion of Freud's major works. These psychoanalytic concepts will be applied to the study of human behavior, thought and feeling. The course will provide an introduction to the general area of the social and behavioral sciences. Instruction in writing will be provided.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Psych C280 History of Psychology
Ms Ross
An examination of various views of man over time and the treatment of basic philosophical and psychological questions. The objective of the course is for the student to gain a sense of changing emphasis relative to broad issues such as socio-cultural factors, intellectual and technological advances, etc. Course assignments and classroom work will integrate the course content with training in writing skills and library use.
Prerequisite: Sophomore standing.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Psych 101 Introductory Psychology
Ms Samuels, Staff
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, motivation and emotion.
3 Lect Hrs
4 Credits

Psych 102 Introduction to Behavioral Research
Staff
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to develop skills and knowledge necessary to become an intelligent critic of research in the behavioral and social sciences, and 2) to impart a rudimentary understanding of the design and evalution of scientific research. Statistical material will be treated in a conceptual manner. Classroom work and course examinations will concentrate equally on research design and research evaluation.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
4 Credits

Psych 200 Personality
Ms Sommers
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topic to be addressed are: personality structure and its development; stress and coping; neurotic styles; human motives and their measurement.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psychology

Psych 215 Psychopathology
Mr Schleifer
Etiology, dynamics and treatment of pschopathology.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 230 Social Psychology
Mr Milburn, Mr Kramer
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: Psych 101.
3 Lect Hrs
3 Credits

Psych 232 Community Psychology
Mr Schleifer, Ms Liem, Mr Kramer
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 234 Nature of Prejudice
Mr Kramer
Examination of psychological and socio-cultural factors in intergroup prejudice. Will use the classic work by Gordon Allport as an analytic framework and incorporate subsequent developments in the social sciences.
Prerequisites: Psych C100 or 101 and Psych 230 or Sociol 101.
3 Lect Hrs
3 Credits

Psych 235 Psychology and the Afro-American Experience
Staff
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 236 The Psychology of Women
Ms Liem
Psychological theories about women from Freud to the present will be examined with emphasis placed on biological and socio-cultural perspectives as they have influenced the development of a psychology of women. Special attention will be paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult and older woman.
Prerequisite: Psych C100 or 101.
Recommended: Psych 230, 241.
3 Lect Hrs
3 Credits

Psych 237 Community Health Care
Mr Kramer
An examinationof psycho-social characteristics and determinants of community health and medical care.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 241 Infancy and Childhood Development
Ms Golomb, Ms Tager-Flusberg, Mr Blasi
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis will be placed on early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role do the significant people play in his or her life?
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 242 Adolescence
Mr Blasi, Staff
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course will also focus upon major problems and characteristics of adolescents in modern society.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 243 Psychology of Adult Development and Human Aging
Staff
A developmental approach to human integrity and functioning in the second half of the lifespan. Stereotyped ideas about the aging process are critically reviewed. Special attention is given to newer approaches to facilitating psychological well-being in the latter years of life.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 245 Educational Psychogy
Mr Schleifer, Mr Eachus, Ms Smith
Application of psychological concepts to education with an emphasis on the analysis of the nature of the learning process, student-teacher interactions, classroom dynamics, and the nature of tests.
3 Lect Hrs
3 Credits

Psych 250 Learning and Memory
Mr Byrnes, Mr Strickland, Mr Brennan
An introduction to current views of behavioral change, learning and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 255 Perception
Mr Krus, Mr Byrnes
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with the perception-personality relationships.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 260 Physiological Psychology
Ms Samuels
An examination, in depth, of selected topics in physiological psychology, including the evolution of the vertebrate nervous system, communication in the central nervous system, physiological methods, emotion, reward and punishment.
Prerequisite: Psych C100 or 101 or Biol 111.
3 Lect Hrs
3 Credits

Psychology

Psych 265 Comparative Psychology
Ms Moore
Evolution of behavior, similarities and differences in environmental adjustment and in behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 270 Statistics
Mr Brennan, Mr Milburn
The applied study of the scientific method in the behavioral sciences is considered. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and non-parametric statistics e.g., correlation and analysis of variance.
Prerequisites: Psych C100 or 101 and high school algebra or Math 124.
3 Lect Hrs
3 Credits

Psych 291 Environmental Psychology
Staff
Investigation of the effects of the physical environment on people and vice versa. Examination of such issues as how different individuals and groups respond to the physical environment; citizen participation in environmental planning.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 300 Psychological Testing
Mr Schleifer
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prereqisites: Psych C100 or 101 and C102 or 102 or 270.
3 Lect Hrs
3 Credits

Psych 302 Human Motives and Emotions
Ms Sommers
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives will be explored. Topics covered include: the relationship between motives, emotions and personality, the rationality of the emotion.
Prerequisites: Psych C100 or 101 and 200.
3 Lect Hrs
3 Credits

Psych 320 Introduction to Clinical Psychology
Mr Rosenblatt, Mr Schleifer
An introduction to the field of clinical psychology. The course will examine the more traditional, as well as contemporary, interests from a conceptual and historical perspective.
Prerequisites: Psych C100 or 101, and Psych 200 and 215.
3 Lect Hrs
3 Credits

Psych 332 Psychology of Social Issues
Mr Kramer
Guest lecturers will discuss new developments interior to psychology as a science or exterior as problems for psychological analysis.
Prerequisites: Psych C100 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Psych 333 Group Dynamics
Ms Liem
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments — physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as interrelated processes of social interaction.
Prerequisites: Psych C100 or 101 and 230.
3 Lect Hrs
3 Credits

Psych 339 Experimental Methods: Social
Mr Milburn
The general purpose of the course will be to introduce the students to experimental research methods in social psychology. Class activities will include examination of the relevant literature, participation in predesigned studies, and the formulation, carrying out and analysis of an original research project. The student will have an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders.
Prerequisites: Psych C100 or 101, C102 or 102 or 270, and 230
1 Lect Hr
4 Labs Hrs
3 Credits

Psych 340 Representational Develoment
Ms Golomb
Primarily concerned with symbol formation in child art and child play, and organized in the form of a seminar consisting of lectures, discussions and student presentations. The main area of study will be child art, pretense play and fantasy, imitative actions and copying, with some exploration of the role of fairytales in early childhood.
Prerequisite: Psych C100 or 101 and 241.
3 Lect Hrs
3 Credits

Psych 341 The Family and the Child — A Psychological View
Mr Schleifer, Ms Liem
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisites: Psych C100 or 101, and 241, and 242.
3 Lect Hrs
3 Credits

Psych 345 Moral Development
Mr Blasi
This course will examine different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study will focus on moral understanding and on the development of judgments about morality. Other important issues to be discussed are: the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; social and family antecedents of moral development.
Prerequisites: Psych C100 or 101, and Psych 241 or 242.
3 Lect Hrs
3 Credits

Psychology

Psych 346 Language Development
Ms Tager-Flusberg
This course will focus on various theoretical approaches to the development of language. Pragmatic, semantic and syntactic aspects of language acquistion will be studied in depth. The role of language-specific, cognitive and social factors in the process of acquisition will be considered in normal and disordered populations.
Prerequisite: Psych C100 or 101, 241 or 356, or permission of instructor.
3 Lect Hrs
3 Credits

Psych 350 Cognitive Psychology
Mr Schwartz
An exploration of how man develops strategies for obtaining information from his environment, and how this information is organized, stored, and retrieved for later use.
Prerequisites: Psych C100 or 101 and 250 or 255.
3 Lect Hrs
3 Credits

Psych 356 Psychology of Language and Thought
Ms Tager-Flusberg, Ms Smith
Behavioral and physiological approaches to the processes underlying language and thought, and to the interrelationships between them.
Prerequisites: Psych C100 or 101 and 250 or 255.
3 Lect Hrs
3 Credits

Psych 360 Neuropsychology of Higher Cognitive Processes
Staff
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisites: Psych C100 or 101 and 260.
3 Lect Hrs
3 Credits

Psych 361 Brain and Behavior
Ms Samuels
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment) motivation (hunger and sex) attention and learning.
Prerequisites: Psych C100 or 101 and 260.
3 Lect Hrs
3 Credits

Psych 362 Psychopharmacology
Mr Krus
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention will be given to the effects of drugs on the development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisites: Psych C100 or 101 and 260.
3 Lect Hrs
3 Credits

Psych 366 Experimental Methods: Animal Behavior
Ms Moore
The lab will introduce practical aspects of the study of species-typical behavior. Observational and experimental techniques will be used with a variety of behavior patterns in a variety of species.
Prerequisites: Psych C102 or equivalent; Psych 265, which may be taken concurrently.
1 Lect Hr
4 Lab Hrs
3 Credits

Psych 369 Experimental Methods: Physiological
Mr Brennan
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills by using surgical, histological and statistical techniques in behavioral investigations.
Prerequisites: Psych C102 or 102 or 270 and 260 or Bio 211 or 213.
1 Lect Hr
4 Lab Hrs
3 Credits

Psych 370 Advanced Research Methods in Psychology
Mr Schwartz
Advanced aspects of research design, methods of analysis, and inferential statistics will be covered.
Prerequisite: Psych 270.
3 Lect Hrs
3 Credits

Psych 375 Experimental Methods: General
Mr Byrnes, Mr Strickland
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to develop knowledge of the logic and techniques ofexperimentation along with the skills required to use this knowledge.
Prerequisites: Psych C100 or 101 and C102 or 102 or 270.
1 Lect Hr
4 Lab Hrs
3 Credits

Psych 415 Normality and Psychopathology in Childhood
Mr Rosenblatt, Mr Schleifer, Ms Tager-Flusberg
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influences of physical illness and hospitalization on mental development, object loss, the diagnostic profile, and the concept of the representational world.
Prerequisites: Psych C100 or 101, 200 and 241.
3 Lect Hrs
3 Credits

Psychology

Psych 425 Freud Case Histories
Mr Rosenblatt
Wolfman, Schreber, Little Hans. Special attention to the problems of the case history as scientific evidence.
Prerequisites: Psych C100 or 101, 200 and 215 or C220, and Psych 241.
3 Lect Hrs
3 Credits

Psych 442 Field Course in Early Child Development
Ms Golomb
This course is designed as a field laboratory course and fulfills two distinct functions: (a) It exposes the student to children in a naturalistic setting (nursery school or day-care setting) and trains him or her in the role of teaching assistant or early childhood caretaker; (b) it trains the student in research methods and techniques of data collection relevant to issues in child development. This involves the study of selected problems, search of the literature, formulation of hypotheses, design of observational and experimental studies, data collection and analysis, and the writing of research reports.
Prerequisites: Psych C102, 102 or 270 and Psych 241 and permission of instructor.
7 Hrs
4 Credits

Psych 445 Advanced Seminar in Developmental Psychology
Mr Schleifer
The role of parents in promoting growth of children with intellectual, physical, emotional and perceptual disabilities. A review of theory and research with an examination of implications for rehabilitation.
Prerequisite: Psych C100 or 101, 241 and Psych 242.
3 Lect Hrs
3 Credits

Psych 465 Psychobiology of Development
Ms Moore
Problems in behavioral development will be explored from an evolutionary perspective. A major emphasis of the course will be the formulation of general principles of development applicable to a wide variety of species. A second emphasis will be placed on interpreting the relation of the animal literature to an understanding of human development. Specific topics will be drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: Psych C100 or 101 and 241 and Psych 260 or 265 or permission of instructor.
3 Lect Hrs
3 Credits

Psych 480 Systems of Psychology
Ms Ross
A study of major trends in contemporary psychology, with particular emphasis on behavioristic and phenomenological viewpoints. An examination of the leading movements is based on historical evaluation of the classical systems and major concepts.
Prerequisites: Psych C100 or 101. For senior psych majors only.
3 Lect Hrs
3 Credits

Psych 485 Humanistic Psychology
Ms Golomb
An examination of the historical roots of contemporary writings in existential and humanistic psychology. Studies on human health, growth, neurosis, and self-actualization will be emphasized.
Prerequisites: Psych C100 or 101, 241 and Psych 200 or 230.
3 Lect Hrs
3 Credits

Psych 487 Independent Study in Philosophy and Psychology
Staff
Independent study for students in the Dual Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs
3 Credits

Psych 488, 489 (Problems in Psychology)
Staff
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: Psych C100 or 101 and at least 2 intermediate-level Psych courses.
Hrs by arrangement
1-4 Credits

Psych 490 Special Topics in Psychology
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics will vary by semester.
Prerequisite: Psych C100 or 101.
3 Lect Hrs
3 Credits

Psych 495 Advanced Seminar in Psychology
Staff
Seminar topics vary by semester.
Prerequisites: Senior standing and permission of instructor.
3 Lect Hrs
3 Credits

Psych 496, 497 Honors Research
Staff
Independent study; the research, writing and defense of thesis.
Prerequisite: Consent of Psychology Honors Committee.
Hrs by arrangement
3 Credits

Psych 498 Senior Honors Seminar I
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Consent of Psychology Honors Committee.
3 Lect Hrs
3 Credits

Psych 499 Senior Honors Seminar II
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Psych 498.
3 Lect Hrs
3 Credits

Psych 650 Advanced Cognitive Psychology
Mr Schwartz, Staff
An examination of various higher mental processes and their application from an information processing framework.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs
3 Credits

Study of Religion Concentration

Faculty

Richard A Horsley, Associate Professor and Director;
Assistant Professor Joanne P Waghorne

The Program

The Program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. At the nucleus of the program is a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. This is supplemented by a variety of departmental course offerings which examine religious aspects of literature, art, history, or institutions, as treated by the social sciences and the humanities. This program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

Requirements and Recommendations

The Concentration in the Study of Religion is designed for students who wish to pursue the study of religion in a more systematic way. These students will be assisted and advised by the Committee on the Study of Religion which supervises the program. A student's program of study in the concentration must be coherent, balanced, and varied. It must provide for a clearly-defined focus and knowledge of a wide range of religious phenomena. Successful completion of the concentration is formally acknowledged on students' official records.

To fulfill the requirements for the concentration, a student must complete six or more courses, at least three of which must be selected from courses offered directly in the program with the remainder chosen either from the program's courses or from the approved list of related courses. (See below)

Related Courses

In addition to the specific courses in the study of religion listed below, the following courses are closely related to the study of religion:

Approaches to Religion through Particular Disciplines
Anth 267 (Anthropology of Religion)
Phil 225 (Philosophy of Religion)
Sociol 333 (Sociology of Religion)

Major Religious-Cultural Traditions
Hist 337 (Jewish History: Ancient)
Hist 338 (Jewish History, From the Spanish Expulsion to Modern Statehood)
Hist 350 (Middle East I: 570 to 1258)
Pol Sci 470 (Christianity and Politics)

Religion and Literature
Engl 385 (Milton)
Engl 388 (Blake)
French C275 (Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature)
Ger 244 (Germanic Mythology)
Ger C244 (Myth and the Study of Myth)
Humanities 260 (Visionary and Prophetic Modes in Literature)
Humanities 265 (The Faust Tradition)
Humanities 271 (The Literature of the Holocaust)
Ital 270 (Dante's Divine Comedy)

Transfer Credit Policy

Students seeking to transfer credit for courses taken at other institutions should confer with the director of the program.

RelStd C104 Socrates, Jesus, Buddha
Staff
A study of three great paradigmatic figures and the different ways of life and views of reality which they represented. Attention to the social-cultural contexts in which they emerged; critical evaluation of Socrates and Jesus as sources of Western values; and exploration of why the Buddha has recently become an attractive alternative.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

RelStd C122 Introduction to Religion
Staff
An introductory and survey course in the study of religion, concentrating on certain figures and movements from the major world religious traditions, and using psychological, sociological and theological-philosophical approaches. Readings such as the *Gilgamesh Epic*, Augustine's *Confessions*, Gandhi's autobiography, Hasidic stories, Zen koans, Sufi tales, as well as contemporary writings. Emphasis is placed on writing and critical thinking. The course is restricted to freshmen and sophomores.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

RelStd C241 Myth, History, and Prophecy
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest and apocalyptic visions. Emphasis is placed on writing and critical thinking.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

RelStd C264 Contemporary Religious Thought
Mr Horsley
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox and Daly. Emphasis is placed on writing and critical thinking.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

Study of Religion

RelStd C273 Problems in Religion and Ethics
Mr Horsley
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II and Third-World Catholic figures. Emphasis is placed on writing and critical thinking.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
3 Credits

RelStd C277 Religion and Modernization in Asia
Ms Waghorne
This course is designed to introduce the problems of modernization in essentially religious societies. China and India will provide the focus as two Asian countries which took opposite views on the effect of religion on their plans for modernization. Both the rejection and adaptation of traditional religious forms will be studied in depth. Emphasis will be placed on the critical definitions of modernization, religion, and industrialization.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
3 Credits

RelStd 122 Introduction to Religion: Varieties of Religious Experience
Staff
An introductory and survey course in the study of religion, concentrating on certain figures and movements from the major world religious traditions, and using psychological, sociological and theological-philosophical approaches. Readings such as the *Gilgamesh Epic*, Augustine's *Confessions*, Gandhi's autobiography, Hasidic stories, Zen koans, Sufi tales, as well as contemporary writings.
3 Lect Hrs
4 Credits

RelStd 133 From Fertility Cult to Philosophy
Ms Waghorne
A survey of religious development prior to the present major religions. Emphasis will be on the development from fertility cult to religious philosophy, from the Mother Goddess and the Sky God to syncretism in the complex system of temple and kingship, and the beginnings of personalized religious speculation. Readings from extant hymns and myths of ancient Egypt, Babylon, India, Greece, Persia and China, as well as selected standard works of the period.
3 Lect Hrs
4 Credits

RelStd 231 Religions of India
Ms Waghorne
A study of the complex of religion within India emphasizing the interrelation between the social, political, and religious life. Equal attention is given to both traditional and modern material and to the classical as well as folk traditions.
3 Lect Hrs
3 Credits

RelStd 232 Religions of the Far East
Ms Waghorne
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
3 Lect Hrs
3 Credits

RelStd 241 Old Testament, The Religion of Israel and the Ancient Near East
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest and apocalyptic visions.
3 Lect Hrs
3 Credits

RelStd 242 New Testament, Judaism and Hellenistic Religion
Mr Horsley
A study of religion and literature of early Christianity in comparison with other, contemporary, Jewish movements— Pharisees, Essenes, etc.— and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement. Some attention to modern literary, musical and cinematic interpretations.
3 Lect Hrs
3 Credits

RelStd 250 Varieties of Mysticism
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish and Christian religious traditions.
Prerequisite: One religious studies course or permission of instructor.
3 Lect Hrs
3 Credits

RelStd 252 Sacred Histories and Myth
Ms Waghorne
A study of the sacred stories of "Great Men" in the religions of the world, focusing on the ways in which "historical" men and events take on a mythological character. The course will concentrate on readings from the Asian high religions, such as *Hindu Tales of Kings,* stories of the Buddha, and legends of Chinese emperors, with some attention to tribal tales of West Africa and the Hebrews.
3 Lect Hrs
3 Credits

RelStd 255 Religions of the Oppressed
Mr Horsley
An examination of the religious life and expressions of subject people, including the relations these have to the programs and ideologies of the oppressors. Concentration on four or five historical and contemporary movements such as ancient Jewish apocalyptic movements, including that of Jesus of Nazareth, medieval European millenarian groups, the Ghost Dance among the American Indians, certain African liberation movements, black religion in America and the women's liberation movement.
3 Lect Hrs
3 Credits

Study of Religion

RelStd 264 Contemporary Religious Thought
Mr Horsley
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox and Daly.
3 Lect Hrs
3 Credits

RelStd 273 Problems in Religion and Ethics
Mr Horsley
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II and Third World Catholic figures.
3 Lect Hrs
3 Credits

RelStd 276 Religion and Technology
Staff
An assessment of technology, including issues such as ecology, alienation, medicine, and warfare, from the perspective of major religious traditions. A consideration of religious-ethical resources for dealing with technology and its impact on man and nature. Special attention may be given to one or two paradigmatic problems, for example in genetics or medical ethics.
3 Lect Hrs
3 Credits

RelStd 478, 479 Independent Study
Staff
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program director.
3 Lect Hrs
3 Credits

RelStd 480 Special Topics Seminar
Staff
Intensive study of special topics, varying each year. Enrollment will be limited.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs
3 Credits

Department of Russian

Faculty

Diana Burgin, Associate Professor and Chairperson; Associate Professor George Siegel; Assistant Professor Anny Newman; Lecturer Maya Berlina

The Department

The primary objective of the Russian department is to provide its students with an intellectually challenging and practical undergraduate major and minor in Russian that will enable them to use the language effectively in pursuit of their academic, professional and personal goals.

The Russian major offers a thorough grounding in all aspects of the language (reading, speaking, writing and comprehension) as well as an introduction to Russian and Soviet literature, culture and civilization. The programmatic flexibility of the major gives each student the maximum possible choice in selecting the required courses that are best suited to his or her interests and needs. In order to assist majors in the selection of courses the department divides its major offerings into two groups or "tracks." One track contains those courses that deal specifically with Russian literature; the other groups together those courses which focus primarily on the language. Both tracks offer some training in translation.

The department also offers a minor in Russian which is geared to students majoring in fields (such as the natural sciences, politics, history and management) in which a working knowledge of Russian might prove useful for continued study on the graduate level or for the achievement of professional goals.

Students wishing to study Polish at elementary and intermediate levels may do so in courses offered by the department.

Finally a Certificate in Translation is offered at both basic and advanced levels for students wishing to emphasize these skills.

Requirements

The Major

I. Majors must complete ten courses in Russian beyond the intermediate level. Seven of these are specified below:
   A. Russ 309 (Advanced Russian I)
   B. Russ 310 (Advanced Russian II)
   C. Russ 311 (Russian Stylistics) or Russ 312 (Advanced Russian Stylistics)
   D. Russ 303 (Russian Conversation and Composition I) or Russ 304 (Russian Conversation and Composition II) or Russ 305 (Sound Patterns of Russian)
   E. Russ 261 (Russian Literature in Translation I) or Russ 262 (Russian Literature in Translation II)
   F. Russ 263 (Russian Culture and Civilization) or Russ 264 (Soviet Life and Culture)
   G. Russ 301 (Selected Readings in Russian Literature— Language emphasis) or Russ 302 (Selected Readings in Russian Literature— Literary emphasis)

Russian

II. Three electives from one of the following tracks, at least two of which must be on the 300 or 400 level.

A. *Language— Culture— Translation Track*
263, 264, 301, 303, 304, 305, 306, 307, 311, 312, 321, 403, 478, 479, 481, 482.

B. *Literature— Culture— Translation Track*
250, 251, 261, 262, 263, 264, 265, 268, 269, 302, 341, 342, 478, 479, 481, 482.

A student may substitute one course from either track.

The Minor

I. Intermediate competency in Russian language as demonstrated by Russian 101, 102, 201, 202 *or equivalent.* (Basic grammar, reading, conversation and composition. Emphasis on gaining speed and efficiency in reading Russian; review of grammar for reading purposes; vocabulary acquisition; how to use dictionaries efficiently; how to cope with basic prose, syntax, etc.)

II. One 200-level course from among the following:

A. Russ 261 (Russian Literature in Translation I)
B. Russ 262 (Russian Literature in Translation II)
C. Russ 263 (Russian Culture and Civilization)
D. Russ 264 (Soviet Life and Culture)

III. A minimum of 3 courses from the following:

A. Russ 301 (Selected Readings in Russian Literature— Language emphasis)
B. Russ 302 (Selected Readings in Russian Literature— Literary emphasis)
C. Russ 303 (Russian Conversation and Composition I)
D. Russ 304 (Russian Conversation and Composition II)
E. Russ 309 (Advanced Russian Grammar I)
F. Russ 310 (Advanced Russian Grammar II)
G. Russ 311 (Stylistics I)
H. Russ 312 (Stylistics II)
I. Russ 321 (Specialized Readings)

Honors

For graduation with honors in Russian, students must have a 3.0 average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded to students on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

The department will normally transfer 16 credits toward the major; however students who petition the department may be granted additional transfer credit.

Polish C101 Elementary Polish I
Staff
For students with no previous knowledge of Polish. Development of the four language skills, based on an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Polish C102 Elementary Polish II
Staff
Continuation of Polish 101. Further development of the four language skills, based on an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Polish C201 Intermediate Polish I
Staff
An intensive review of grammar and practice in speaking, hearing, reading and writing.
Prerequisite: Polish 102.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Polish C202 Intermediate Polish II
Staff
An intensive review of grammar and practice in speaking, hearing, reading and writing.
Prerequisite: Polish 201.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ C101 Elementary Russian I
Staff
Introduction to Russian for students who have had little or no exposure to the language. Basic grammar, conversation, and reading. Emphasis on the development of aural and oral skills. Scheduled language labs.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ C102 Elementary Russian II
Staff
Continuation of Russian C101: training in the fundamentals of the language. Increased emphasis on conversation and reading simple prose.
Prerequisite: Russ C101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs
4 Credits

Russ C103 Intensive Elementary Russian
Staff
An intensive, double-credit course in basic conversational Russian which covers in one semester the material of Russian C101 and C102. Designed for students who have never studied the language or who need a solid review before taking an intermediate-level course. Emphasis on aural and oral drills in the classroom and language lab. Minimal written homework. Supplementary readings introduced in the second half of the semester. Class attendance *mandatory.* Spring semester only.
Core Area: Foreign Languages.
8 Lect Hrs
8 Credits

Russ C163 Mid 19th Century Russia
Ms Burgin, Mr Siegel
An introduction to Historical and Cultural Studies through reading and discussion of historically significant 19th c. Russian literary works. Focus on the role of the writer in social and political life and the value of literature as an historical and cultural source. Readings include works by Pushkin, Gogol, Turgenev, Goncharov and Dostoevsky. Instruction in the basic skills of writing and critical thinking. Five short papers required.
Core Area: Historical and Cultural Studies.
3 Lect Hrs
4 Credits

Russian

Russ C201 Intermediate Russian I
Staff
Review and continuation of basic grammar. Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: Russ C102 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ C202 Intermediate Russian II
Staff
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Principles of Russian word formation as an aid to increasing vocabulary. Intensive reading, Russian to English translation, and conversation.
Prerequisite: Russ C201 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs
4 Credits

Russ 250 Dostoevsky
Ms Burgin, Mr Siegel
Historical and literary background. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 251 Tolstoy
Mr Siegel, Ms Burgin
Historical and literary background. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 261 Russian Literature in Translation
Mr Siegel, Ms Burgin
A basis survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 262 Russian Literature in Translation
Mr Siegel, Ms Burgin
A basic survey of Russian literature from Dostoevsky to the 1920's. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 263 Russian Culture and Civilization
Ms Burgin
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings to 1917 in the four major periods of its development: medieval, Petrine, the 19th c., and the Silver Age. Focus on literature, music, architecture and painting with some historical background. Short readings, tapes, and slides. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 264 Soviet Life and Culture
Staff
An interdisciplinary introduction in English to Soviet Russian culture from the Revolution to the present day. Focus on literature, music and the arts. Topics include: the avant-garde culture of the 20s; socialist realism and the Stalinist legacy in cultural life; the "Thaws" of the 50s and 60s; the dissident movement; Soviet life and culture today. No knowledge of Russian required. Of special interest to students in international relations and management, political science, economics.
3 Lect Hrs
4 Credits

Russ 265 Chekhov
Mr Siegel, Ms Burgin
Reading and discussion of selected short stories and the major plays of Chekhov. No knowledge of Russian required. Of particular interest to theater arts majors.
3 Lect Hrs
4 Credits

Russ 267 Soviet Literature
Mr Siegel, Ms Burgin
Beginnings and development of Soviet prose, drama and criticism from Gorky to the present. No reading knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 268 The Russian Theater
Ms Burgin
Historical and literary survey in English of Russian dramatic art and the Russian theater from the late 18th c. to the Soviet period. Focus on representative playwrights, genres, and styles; classical and realistic comedy; historical and bourgeois drama; Stanislavsky and the "Chekhovian" theater; symbolism. No knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 269 Short Masterpieces of Russian Literature
Mr Siegel
Reading in English translation of short stories and short novels of 19th and 20th century Russian writers. No reading knowledge of Russian required.
3 Lect Hrs
4 Credits

Russ 301 Selected Readings in Russian Literature
Ms Newman, Ms Berlina
Exposure to the language of Russian literature in the original, acquaintance with different literary styles of Russian writers of different periods, brief analyses of the peculiarities of their styles. Allows the students the opportunity to read, to translate, to retell, discuss and analyze the selected works in Russian "to get the feeling of the language" and a better understanding and appreciation of Russian literature.
Prerequisite: Russ C201 or equivalent.
3 Lect Hrs
3 Credits

Russ 302 Selected Readings in Russian Literature
Ms Burgin, Ms Berlina
Reading and discussion in Russian of representative 19th and/or 20th c. short prose and poems. Lectures will provide background for Russian literary history and discussion will focus on literary and stylistic analysis of the texts. Practice in reading, listening, conversation, and writing.
Corequisite: Russ C202 and/or permission of the instructor.
3 Lect Hrs
3 Credits

Russian

Russ 303 Composition and Conversation I
Staff
Intensive training in conversation and composition. Readings, discussions, dialogues, reports and essays based on texts in various fields.
Prerequisite: Russ C201.
3 Lect Hrs
3 Credits

Russ 304 Composition and Conversation II
Staff
Further training in conversation and composition. Readings, discussions, dialogues, reports and essays based on texts in various fields.
Corequisite: Russ 202.
3 Lect Hrs
3 Credits

Russ 305 Sound Patterns of Russian
Ms Newman
Detailed analysis of the sound system, articulation and intonational patterns of contemporary standard Russian. Emphasis on aural comprehension and oral fluency. Independent lab.
Corequisite: C201 or permission of instructor.
3 Lect Hrs
3 Credits

Rus 306 Structure of the Russian Language
Ms Newman
The structure of contemporary standard Russian morphology, accentology and syntax. Practical exercises.
Prerequisite: Russ C201 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Russ 307 History of the Russian Language
Ms Newman
Survey of Russian language evolution from Common Slavic to Contemporary Standard Russian. Analysis of texts from each major period.
Prerequisite: Russ C201 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Russ 309 Advanced Russian I
Staff
Reading, problems in grammar, composition and conversation.
Prerequisite: Russ C202 or equivalent.
3 Lect Hrs
3 Credits

Russ 310 Advanced Russian II
Staff
Continuation of Russ 309. Reading, problems in grammar, composition and conversation.
Prerequisite: Russ 309 or equivalent.
3 Lect Hrs
3 Credits

Russ 311 Russian Stylistics I
Ms Newman, Ms Berlina
Intensive analysis of Russian stylistic categories. Exercises and short reading illustrations are connected with study of stylistic linguistic devices (i.e. synonyms, homonyms, paronyms, colloquialisms etc.).
Corequisite: Russ 309 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 312 Russian Stylistics II
Ms Newman, Ms Berlina
Continuation of the study of the different styles and expressive means of Russian and their characteristics in terms of lexicon, grammar and syntax. Focus on phraseology and idiomatic expressions as well as practical training in choice of words.
Prerequisite: Russ 311.
3 Lect Hrs
3 Credits

Russ 321 Specialized Readings
Staff
Reading intensively and extensively for rapid acquisition of vocabulary. Reading selections from a variety of styles and genres. Translation of texts complemented by analysis of linguistic devices in stylistic categories.
Prerequisite: Russ C202 or equivalent.
3 Lect Hrs
3 Credits

Russ 341 19th Century Russian Poetry
Mr Siegel, Ms Burgin
Readings in Russian from Lermontov, Tjutchev, Pushkin, Nekrasov. Focus on discussion, emphasis on class translation and literary analysis.
Prerequisite: Russian C201 or permission of instructor.
3 Lect Hrs
3 Credits

Russ 359 20th Century Russian Poetry
Staff
Close reading and analysis of the Russian texts of poems by selected 20th century poets.
Prerequisite: Russ C201 or equivalent.
3 Lect Hrs
3 Credits

Russ 478, 479 Independent Study
Staff
Selected research topics organized in consultation with individual students; or individual guidance in reading, writing, literary criticism, and translation.
Prerequisite: Permission of instructor or chairperson.
Wkly conf, Hrs by arrangement
3 Credits

Russ 481, 482 Special Topics
Staff
Study of special topics, varying each semester according to the instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Russ 586 Curriculum and Methods Student Teaching— Russian
Staff
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching)
9 Credits

Department of Sociology

Faculty

Calvin J Larson, Professor and Chairperson; Professors James E Blackwell, Gerald R Garrett, T Scott Miyakawa (Emeritus), Richard Robbins, Daisy Tagliacozzo, Robert Weiss, Gordon C Zahn (Emeritus); Associate Professors Harry Brill, John K Dickinson, Susan Gore, Gregory Johnson, Lawrence Kamara, Siamak Movahedi, Sharon Stichter; Assistant Professors James Brady, Ann Cordilia, Glenn Jacobs, Richard Kronish, Ellen Richards, Russell K Schutt

The Department

Sociology has been defined as the science of society, and most of us in the department do see ourselves as applying and encouraging students to apply the scientific method to the analysis of groups and individuals in groups. We look and encourage students to look at the way in which income, occupation and education; ethnicity, race, and culture; family and kinship; power and authority; organizational context and a variety of other factors influence individual and group behavior.

Some of us theorize about how societies persist and change; some of us use our findings in an effort to improve society; some of us are concerned with workaday applications. But these interests are not independent; we are all involved to one degree or another in all of them.

Requirements

The Major

The department requires a total of 27 semester hours of sociology credit for a major in sociology.

Majors are required to take Sociol C101 or 101 (Introduction to Sociology), Sociol 241 (Elements of Sociological Theory), Sociol 351 (Methods of Sociological Research), and any 6 other upper-division courses in sociology. Among the courses which will count for major credit, one may be taken Pass/Fail. The one course cannot be either Social 241 or Sociol 351. Majors are encouraged, but not required, to take Anth 101 (Introductory Anthropology) and Psych 101 (Introductory Psychology).

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in independent study must submit a proposal for departmental consideration; this must be done before the end of the semester preceding that in which they want to do the study.

Alternate Major: The Sociology of Urban Social Service (SUSS)

This program involves sociology majors in a three year sequence of courses and field placements oriented toward urban social problems. SUSS is designed to combine social service training with practical experience in service agencies and community organizations. Academic emphasis is on the methods of field research, analysis of power, wealth, and institutions in the city, and the study of social problems and social change processes. The purpose of field placements is to provide students with experience in various career roles, and to sharpen an understanding of urban issues and institutions.

Students will normally enter the program in the spring term of their sophomore year. Some people, particularly transfer students, may be accepted as juniors, but at least two years of participation are required for standing as a SUSS graduate and for the special SUSS diploma. Applicants have only to complete a one page form and submit it to the faculty coordinator for the SUSS program. An interview should be arranged with the coordinator for purposes of orientation and to secure formal acceptance into the program.

Credit is awarded students for both academic course work required by SUSS and for the field work component.

The normal sequence of courses and credits is as follows:

Fall	Spring
Sophomore Year	
Apply to Program — See faculty coordinator	"Field Research Methods" (3 cr)
Junior Year	
Sociology elective from "Institutions" group, see below (3 cr)	"Field Experience Seminar" and field placement (3 cr)
Senior Year	
Sociology elective from "Problems" group, see below (3 cr)	"Field Experience Seminar" and field placement (3 cr)
Field Experience Seminar and field work (3 cr)	

Total

3 Academic Courses, 4 Semester Field Work Seminar— 21 credits
Social Institutions Electives (Junior Year)
Sociol 200, 211, 231, 242, 337, 384, 411, 450, 467
Social Problems Electives (Senior Year)
Sociol 160, 201, 261, 321, 342, 361, 462, 463, 473

Honors

The department has instituted an honors major. Its purpose is to provide a more in-depth and integrated undergraduate program for advanced students and to provide a mechanism for recognizing unusual achievement. Successful completion of the honors major is noted on a student's transcript.

The requirements for the honors major involve coursework, an honors paper, and an overall grade point average of 3.25 in sociology courses. Further details are available in the department office.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the national Sociology Honorary Society.

Sociology

Transfer Credit Policy

In most circumstances, a maximum of four courses (twelve credits) taken at other colleges or universities may be counted toward the sociology major.

Field Training

Field training is provided in four programs of the department: 1) the Sociology and Urban Social Service (SUSS) program described above; 2) the Program in Corrections; 3) the Program in Alcoholism, and 4) the Human Service Organizations course.

The Program in Corrections offers a sequence of three courses: Sociol 361 (Criminology); Sociol 463 (Corrections); and Sociol 464 (Practicum in Corrections), the field training component.

The Program in Alcoholism offers a sequence of three courses: Sociol 466 (Research Studies in the Sociology of Alcoholism); Sociol 469 (Alcoholism Agency Experience), the field training component; and Sociol 470 (Research Studies in Alcoholism Treatment, Prevention, and Education). It is recommended that students in either of these programs also take Sociol 261 (Social Deviance and Control).

Special Situations

Students whose situations are special because of long-time enrollment or for other reasons should address any questions, in writing, to the chairperson, and arrange for an interview to discuss them.

Student Responsibility

It is the responsibility of student majors to keep up to date in their progress towards completion of their major requirements.

Sociol C101 Introduction to Sociology
Staff
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, social change.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol C140 Life Cycle
Ms Tagliacozzo
This courses focuses on youth, adulthood, and old age; it examines the way in which, during different stages in life, different kinds of relationships rise and fall in importance. It considers the meaning of work at different stages and, in general, how individuals and groups cope with change.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol C160 Social Problems
Mr Blackwell, Mr Jacobs
A course concentrating on institutional formation and change. Specifically, it will cover the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: Sociol C101 or 101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol C238 Sociology of Education
Mr Robbins
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of these features to the economy and to the ideologies of education.
Prerequisite: Sociol C101 or 101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol C242 Sociology of the Family
Mr Dickinson, Mr Kamara, Ms Richards
A comparative and historical analysis of family systems. Emphasis on the development and future prospects of the nuclear family in middle class industrial society.
Prerequisite: Sociol C101 or 101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol C272 Modernization
Staff
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociol C101 or 101.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

Sociol 101 Introduction to Sociology
Staff
The structure of society, cultural patterns and group life; the individual and socialization, groups, institutions, social systems, social change.
3 Lect Hrs
4 Credits

Sociol 102 Further Topics in Introductory Sociology
Staff
A continuation of Introduction to Sociology for second semester freshmen in the SUSS Program, focusing on the social processes of deviance, change and conflict.
Prerequisite: Sociol C101 or 101 and participation in SUSS Program.
3 Lect Hrs
3 Credits

Sociol 160 Social Problems and Social Policy
Mr Blackwell, Mr Jacobs, Mr Brady, Ms Richards
A course concentrating on institutional formation and change. Specifically, it will cover the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies and discussion of contemporary social problems.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociology

Sociol 200 Human Service Organizations
Mr Fliegel, Ms Tagliacozzo
Theory and practice of people-processing and people-changing, interpersonal behavior and group development through observation of the group itself and readings from psychology, anthropology and sociology.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 201 Youth and Society
Mr Johnson
An examination of theories and research on youth and society. Present day patterns of youthful development will be contrasted to other types— both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) will be examined in detail.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 211 The Urban Community
Mr Larson, Mr Brill, Staff
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 220 A Survey of Asian Societies— China and Japan
Staff
This course is an introductory study of the institutions and structures of East Asian societies, especially China and Japan. It will concentrate on selected traditional institutions such as the family, community, and social aspects of the economy and their relations to modernization and indistrialization. Comparisons will be made between these East Asian societies and the United States.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 221 Asian Minorities in America
Staff
An introduction to the Asian Americans and their major contributions to the United States; analyses of their experience, including aspects signficant to a better understanding of American group relations generally, such as those between blacks and Caucasians and among white ethnics.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 231 Social Stratification
Mr Brill, Mr Kronish, Staff
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 232 Sociology of Work
Mr Brill, Mr Schutt
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
3 Lect Hrs
3 Credits

Sociol 241 Elements of Sociological Theory
Mr Larson, Staff
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisite: Sociol C101 or 101 and Junior standing.
3 Lect Hrs
3 Credits

Sociol 242 Family
Mr Dickinson, Mr Kamara, Ms Richards
A comparative and historical analysis of family systems. Emphasis on the development and future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 261 Social Deviance and Control
Mr Garrett, Mr Kronish
The social conditions of individual and group behavior disorders, deviant subcultures and social control.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 271 Theory of Social Change
Ms Stichter
Alternative theories of social change, at the societal and community levels. Classical theories of change, including those of Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 281 Society and the Individual
Mr Movahedi, Mr Weiss, Ms Richards, Staff
Basic survey of the social environment of individuals.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 285 Work in Bureaucracies
Ms Tagliacozzo, Staff
Deals with internal dynamics of complex organizations. Different approaches to organizational behavior will be examined in the context of social values and beliefs. Analysis will include the impact of hierarchy on work experience, the psychological bases for organizational effectiveness, the foundations and uses of power, organizational structures of communication and innovation.
Prerequisite: Sociol C101 or 101 or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 300 Communications and Opinion
Mr Johnson
Sociological and political perspectives on mass communications.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociology

Sociol 321 Racial and Ethnic Relations
Mr Blackwell, Mr Robbins, Mr Jacobs
Conflicts and accommodations among differing racial and ethnic groups. Nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 322 The Black Family
Mr Kamara
A socio-historical analysis of the experiences of the black family in the United States from slavery to present. Emphasis will be on the mode of adjustment and adaption to the forces of domestic colonialism including slavery, racism, and economic discrimination. The course will also focus on stratification in the black community as well as issues in socialization and personality development.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 333 Sociology of Religion
Staff
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political and other institutions.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 335 Political Sociology
Ms Stichter
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisite: Sociol C101 or 101 and PolSci 122.
3 Lect Hrs
3 Credits

Sociol 337 The Sociology and Psychology of Complex Organizations
Ms Tagliacozzo
Types of organizational structures both historically and in industrial societies. Profit making and non-profit making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, prisons.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 338 Sociology of Education
Ms Tagliacozzo, Mr Robbins
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of the features to the economy and to ideology.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 340 Field Work Methods
Mr Jacobs
Intensive training in observational methods, readings of theoretical issues involved. Concentrated community oriented field work under close supervision.
Prerequisite: Sociol C101 or 101, junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 342 Aging and Society
Mr Kamara
An examination of theories and research on aging and society. The course is organized in two sections. The first section explores the general relationship of the aging process and the aged to the social, economic and political systems in a youth-oriented and work-oriented society. The second section draws upon cross-national and cross-cultural material.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 350 Elements of Social Statistics
Mr Movahedi, Staff
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs, 1 Lab Hr
4 Credits

Sociol 351 Methods of Sociological Research
Mr Movahedi, Mr Schutt, Staff
Design of sociological research and methods of inquiry. Organization and analysis of data development of research projects.
Prerequisite: Sociol C101 or 101 and junior standing.
3 Lect Hrs
3 Credits

Sociol 355 Comparative Social Structures
Ms Stichter, Staff
The comparative study of large-scale social systems with emphasis on national societies. The theory and methodology of comparison and comparisons of major features of social systems. Construction of typologies.
Prerequisite: Sociol C101 or 101 and junior standing.
3 Lect Hrs
3 Credits

Sociol 361 Criminology
Mr Brady, Mr Garrett, Ms Cordilia
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 365 The Professions in Contemporary Society
Ms Tagliacozzo, Staff
An examination of the concepts and theories which have been brought to bear on the study of contemporary professions. Students will examine the historical matrix of modern professionalism, and the sources of power and vulnerability of professions in industrial society. The conditions which differentiate the experience and organizations of different professions will be studied, including practitioner-client relationships, patterns of peer control, and the varied roles of professional authority in complex organizations. Class and written reports focus on comprehensive studies of specific professions.
Prerequisite: Sociol C101 or 101 and junior standing, or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 373 Population and Ecology
Mr Dickinson
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociology

Sociol 382 Social Psychology of Sex Roles— Men and Women in Society
Ms Gore, Ms Preston, Staff
An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 384 Medical Sociology
Ms Gore, Staff
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1.) Illness and treatment are defined from a socio-cultural, biological perspective; (2.) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisite: Sociol C101 or 101, and one additional sociology course.
3 Lect Hrs
3 Credits

Sociol 385 Hospitals
Ms Tagliacozzo
Approaches to the study of complex organizations are examined through a focus on the general hospital. The analysis will include: trends in external and internal patterns of social control, distinguishing organizational features of the hospital; the role of professionals and managers in the context of work technology and work organization; interactions between professionals and clients and the management of patient care under varying conditions.
Prerequisite: Sociol C101 or 101, and Sociol 384 or 200, or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 427 Minority Role Behavior
Mr Blackwell
A sociological analysis of the various responses, self-definitions and behavior patterns developed by minority groups in regard to their status as minorities, with special emphasis on the United States.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 440 Sociology of Knowledge and Ignorance
Mr Dickinson
Epistemological Sociology— social determinants of the gap between reality and our knowledge of it.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 441 Contemporary Sociological Theory
Mr Larson, Mr Kamara
A concentrated examination of recent developments in the study of human interaction and the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control will be a major focus.
Prerequisite: Senior standing, Sociol 241 or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 452 Nonexperimental Methods in Sociology
Mr Movahedi
Design and analysis of nonexperimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models and computer application to sociological data.
Prerequisite: Senior standing, Sociol 350 and 351 or permission of instructor.
3 Lect Hrs
3 Credits

Sociol 462 Juvenile Delinquency
Mr Brady, Mr Garrett
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisite: Junior standing and Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 463 Corrections
Mr Brin, Mr Garrett
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying correctional system and modern treatment approaches.
Prerequisite: Junior standing and Sociol 462.
3 Lect Hrs
3 Credits

Sociol 464 Practicum in Corrections
Mr Brin, Mr Garrett
Supervised field placement in a correctional setting, seminar on problems relating to students' field experience and on special issues in correction including prison reform and legislation, legal handling of adult and juvenile offenders, prison administration and organization.
Prerequisite: Sociol C101 or 101, Sociol 463 and permission of instructor.
3 Lect Hrs
3 Credits

Sociol 465 Police in Society
Mr Garrett
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: Senior standing, Sociol C101 and 9 credit hours in sociology.
3 Lect Hrs
3 Credits

Sociol 466 Research Studies in the Sociology of Alcoholism
Mr Garrett, Ms Cordilia
An in-depth analysis of sociological factors related to drinking behavior, alcoholism, and treatment and prevention programs. Special emphasis placed on theory, research studies and methodological problems in studying alcoholic populations. Attention also given to special topics— alcohol and crime, traffic safety, family crises, industry and skid row.
Prerequisite: Sociol C101 or 101, senior standing, and permission of instructor.
3 Lect Hrs
3 Credits

Sociology

Sociol 467 Sociology of Law
Mr Johnson, Mr Schutt
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change.
Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisite: Sociol C101 or 101 and 6 credits in sociology; junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 468 Social Psychiatry
Mr Movahedi
Sociological analysis of psychiatric theories and practices, examination of the effect of social structure on the construction, diagnosis and treatment of mental disorders.
Prerequisite: 3 courses in sociology or psychology, Sociol C101 or 101, and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 469 Alcoholism Agency Experience
Mr Garrett
Supervised field work and internship in a community agency serving alcoholics, including alcoholism prevention and treatment and alcohol education projects.
Assignments, such as detoxification centers, treatment centers, alcohol information services, halfway houses, and others, are made according to student interest and internship availability. Accompanied by a seminar focusing on social services for alcoholic populations, techniques of gathering information, case studies, and field-based issues.
Prerequisite: Sociol 466 or permission of instructor.
6 Credits

Sociol 470 Research Studies in Alcoholism Treatment, Prevention, and Education
Mr Garrett
An intensive examination of theories and research on the etiology of alcohol addiction with special emphasis on their implications for treatment, prevention, and education programs; sociologic factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audio-visual media in alcohol education. Special attention to Alcoholics Anonymous and its related groups. Involves field trips to community agencies.
Prerequisite: Sociol 466.
3 Lect Hrs
3 Credits

Sociol 471 Modernization
Staff
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociol C101 or 101, Anth C102 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 472 Conflict in Society
Staff
An exploration into the nature, sources, types and effects of conflict control and resolution, basically theoretical in approach with emphasis upon conflict as a social process.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 473 Sociology of Social Movements
Staff
Analysis of general characteristics of social movements as vehicles of social change— with focus on selected historical social movements.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 474 Ideology and Social Control in Southern Africa and Latin America
Mr Kamara
From a comparative perspective, the exercise and structure of power in selected nations, states of Latin America and Southern Africa.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 475 Socialization
Staff
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood and continuities and discontinuities between child and adult socialization.
Prerequisite: Sociol C101 or 101, Sociol 281, and junior or senior standing.
3 Lect Hrs
3 Credits

Sociol 476 Medical Care Systems
Staff
This course will pursue a comparative examination and analysis of medical care systems. A general system framework will be used. The strategy for analysis will be to analyze various systems in terms of the properties of the systems and the interrelations and the interdependencies of the properties. There will be attempts to connect the structures and the operations of the systems to the larger societal structures. The focus will be on medical care in modern, industrialized societies.
Prerequisite: Senior standing, three courses in sociology of which two must be Sociol C101 or 101 and Sociol 384.
3 Lect Hrs
3 Credits

Sociol 478, 479 Directed Study in Sociology
Staff
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisite: Sociol C101 or 101, senior standing and permission of department.
Hrs by arrangement
1-4 Credits

Sociol 480 Special Topics
Staff
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociol C101 or 101.
3 Lect Hrs
3 Credits

Sociol 485 Seminar on Single Parent Families
Mr Weiss
A seminar dealing with the single parent family experience from the point of view of both social scientists and of people living in single parent families.
Prerequisite: Sociol C101 or 101 and junior or senior standing.
3 Lect Hrs
3 Credits

Department of Spanish and Portuguese

Faculty

Maria-Luisa Osorio, Associate Professor and Chairperson, Professor Emeritus Dorothy Marshall; Professors Ricardo Navas-Ruiz, James J Ryan; Associate Professors Nellie Sánchez-Arce, Adorna Walia; Assistant Professors Efrain Barradas, Clara Estow, Esther Torrego

The Department

The Spanish program fulfills two principal needs. On the one hand we offer a strong and varied program in literature and language for those students who wish to specialize in the field. Spanish majors may begin their studies with survey courses in Spanish and Spanish-American literature and civilization and proceed to more detailed explorations of selected areas. At the same time, the department endeavors to facilitate the acquisition of language skills, from elementary to advanced levels, by those students who for reasons of career preference wish to combine their field of study with the learning of Spanish. Spanish majors may participate in the Teacher Certification Program in either Elementary or Secondary Education, and in the Concentration in Latin American Studies. The department also offers a selective number of courses in Portuguese language and in Luso-Brazilian literature and civilization. In addition to the Spanish major, the department offers a minor in Spanish and a certificate in Spanish-English translation.

Requirements and Recommendations

The Major

The major in Spanish has the following requirements:

A minimum of 10 courses (30 credits) at the 300 level or higher including the following:

1. One advanced language course:
   Span 304 (Language Arts) or Span 309 (Composition for Native Speakers) or Span 406 (Advanced Spanish Grammar)
2. Two survey courses: one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America: Span 351 (Survey of Spanish Literature: from its origins to the 18th century), Span 352 (Survey of Spanish-American Literature: from its origins to the 19th century), Span 310 (Spanish Civilization), Span 361 (Spanish-American Civilization)
3. The remaining seven courses must be selected from one of the following options:
   A. Specialization in language: five advanced language courses (300 level or higher), and two advanced literature or civilization courses (300 level or higher) (Span 301, 302, 304, 305, 306, 307, 308, 309, 406, 420)
   B. Specialization in literature: five advanced literature courses, including one from each of the following areas, plus two advanced courses in language, literature or civilization.
      1. Spanish Middle Age and Golden Age, and Spanish-American Colonial literature: (Span 366, Span 421, Span 422, Span 423, Span 424, Span 432)
      2. 19th and 20th century Spanish literature: (Span 323, 324, 425, 426, 427, 428, 429, 430, 431, 433).
      3. 19th and 20th century Spanish-American literature: (Span 362, 363, 364, 365, 367, 370, 461, 462, 463, 464, 465, 466).

All 300 and 400 level courses are conducted in Spanish.

Spanish majors who are also Latin American Studies concentrators may, with departmental approval, substitute two courses in the Latin American Studies Concentration for two Spanish Department courses.

Students participating in the departmental TCP program may count four credits earned in the program (TchCer 547) toward fulfilling major requirements.

Students participating in the departmental translation program may count three credits earned in the program (Span 306, 307— previously 271, 273) toward fulfilling major requirements.

The Minor

The minor in Spanish has the following requirements: Intermediate proficiency (Span 201-202 or equivalent) plus five advanced courses (300 level or higher) to be chosen as follows: Span 301 or 302 (Advanced Composition and Conversation), or 309 (Composition for Native Speakers). Span 351 (Survey of Spanish Literature) and Span 351 (Survey of Spanish-American Literature) or Span 310 (Spanish Civilization) and Span 361 (Spanish-American Civilization). Two advanced courses in language, civilization or literature.

Honors

To graduate with departmental honors, the Spanish major must:

1. Attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;
2. Write an honors thesis under the supervision of a teaching member of the department; and
3. Make an oral defense of his or her thesis in which the candidate will be asked questions in the general area of his or her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

The Soto Prize

The Luis Emilio Soto Prize honors the memory of the late University professor of Spanish, and is awarded annually to the senior Spanish major who best reflects Professor Soto's humanistic qualities and devotion to intellectual life at the University.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

Spanish and Portuguese

Span C101 Elementary Spanish I
Staff
For students with no creditable training in Spanish. An intensive study of the four language skills based on an audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Span C102 Elementary Spanish II
Staff
A continuation of Spanish C101. An intensive study of the four language skills based on an audio-lingual approach.
Prerequisite: Span C101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Span C103 Intensive Elementary Spanish
Staff
An intensive study of the four language skills for those who wish to do a full year of of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Core Area: Foreign Languages.
8 Lect Hrs, 2 Lab Hrs
8 Credits

Span C135 Anglo-American Images of Latin America
Ms Estow, Ms Slover
The course explores some of the ways in which Anglo-American perceptions of Spanish and Portuguese America took shape. The exploration will focus mainly on nineteenth and twentieth century Anglo-American writing aimed at the general public, with some selections from related political, social, and economic commentary. There will be as well discussion of popular cultural figures who came to personify Latin America for many Anglo-Americans through film, music, and art.
Core Area: Historical and Cultural Studies.
3 Lect and Disc Hrs
3 Credits

Span C201 Intermediate Spanish I
Staff
An oral review and further study of the language skills with readings in Spanish and Spanish-American literature and culture.
Prerequisite: Span C102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
4 Credits

Span C202 Intermediate Spanish II
Staff
A continuation of Spanish C201. An oral review with further study of the language skills and readings in Spanish and Spanish-American literature and culture.
Prerequisite: Span C201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
4 Credits

Span C205 Intensive Intermediate Spanish
Staff
A continuation of Span C103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Span C103 will have priority, but the course may be taken by anyone eligible for Span C205 if there is room.
Prerequisite: Span C102 or equivalent.
Core Area: Foreign Languages.
8 Lect Hrs
8 Credits

Span C262 Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Concentration.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Span C263 Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
A continuation of Span C262. Major literary works of Spain and Spanish America. No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Concentration.
Core Area: The Arts.
3 Lect Hrs
4 Credits

Span 261 Modern Spanish-American Literature in Translation
Mr Ryan, Ms Walia
Works of some of the outstanding Spanish-American writers of the 19th and 20th centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Concentration.
3 Lect Hrs
4 Credits

Span 300 Spanish Pronunciation and Intonation
Staff
Designed to provide training in the pronunciation, enunciation, and intonation of Spanish. Intensive work in the classroom and the language laboratory based on selected literary texts.
1 Lect Hr, 1 Lab Hr
1 Credit

Span 301 Advanced Composition and Conversation
Staff
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to Spanish-speaking students.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 302 Advanced Composition and Conversation
Staff
A continuation of Span 301, using more advanced materials. May be taken as a second-semester sequel to Span 301 or by itself. Themes and frequent oral reports. Not open to Spanish-speaking students.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 304 Language Arts
Ms Torrego
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in English-speaking learners of Spanish.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Span 305 Problems of Syntax in Reading and Writing
Mr Ryan
An in-depth study of particular problems of Spanish syntax which are not presented fully in elementary or review grammars. Particular attention will be directed to word order, relative clauses, prepositional phrases, the reflexive as a substitute for the passive and object pronouns; that is, problems which frequently cause misunderstanding in reading and difficulties in self-expresion.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 306 Introduction to the Techniques of Translation
Ms Torrego
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrasting linguistics to analyze pertinent aspects of language structure, involving, syntax, vocabulary and style, are employed. Material for this course is taken from published translations of both a literary and non-literary nature. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion.
6 Lect Hrs
6 Credits

Span 307 Advanced Translation
Ms Torrego
Practice in translating a variety of genres and styles, both literary and non-literary, e.g., passages from cultural material, short stories and essays; government documents; scientific, commercial and technical prose. Emphasis is on translating into the native language, but considerable practice is given in translating material in the commercial and human service fields from the native to the non-native language. Literary material is taken from various periods to make students aware of historical changes in vocabulary, syntax, tone and style.
Prerequisite: Span 306.
6 Lect Hrs
6 Credits

Span 309 Spanish Composition For Native Speakers
Mr Barradas
Open only to Spanish-speaking students. Techniques in writing, problems of written Spanish, style and correctness. Exercises in different kinds of composition.
3 Lect Hrs
3 Credits

Span 310 Spanish Civilization
Ms Estow
Studies in Spanish history, thought and the arts as a background for literature.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 315 Readings in Hispanic Literature
Staff
Selected readings in Hispanic literature.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 323 The Short Story in Spanish Literature
Ms Osorio
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on 19th and 20th centuries.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 324 Women in Spanish Literature
Ms Osorio
The changing image of women throughout the centuries.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 350 Literary Arts
Mr Ryan
Introduction to literary studies, textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 351 Survey of Spanish Literature
Staff
A general introductory course in the history of Spanish literature from the Middle Ages to the 18th century. Selected readings from *Cantar de Mío Cid, El Conde Lucanor, El Libro de buen amor, La Celestina, El Lazarillo de Tormes,* Santa Teresa, Cervantes, Lope de Vega, Góngora, Quevedo, Calderón, and others.
Prerequisite: Intermediate Spanish (C202) or equivalent.
3 Lect Hrs
3 Credits

Span 352 Survey of Spanish-American Literature
Staff
A general introductory course on the history of Latin American literature from Pre-Colombian times to the 19th century. Selected readings by Columbus, Garcilaso de la Vega, Sor Juana Inés de la Cruz, Bolivar, Hernández, Sarmiento.
Prerequisite: Intermediate Spanish (C202) or equivalent.
3 Lect Hrs
3 Credits

Span 353 The Hispanic Character as Portrayed in Literature
Mr Ryan
Readings in Spanish and Spanish-American literature illustrating the Spanish character and its interaction with indigenous or Creole cultures of Spanish America.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 361 Spanish-American Civilization
Ms Estow
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 362 Spanish-American Short Story
Mr Barradas
A survey of the development of the short story in Spanish-American literature with special attention to the most representative 20th century short story writers.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Spanish and Portuguese

Span 363 Spanish-American Theatre
Mr Barradas
A panoramic view of Spanish-American theatre from its origins in the Colonial period to the present.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 364 Spanish-American Essay
Mr Barrada, Ms Walia
Selected readings from the works of the major essayists of the 19th and 20th centuries. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 365 The Caribbean
Mr Barradas
Literature and culture of the Caribbean with special attention to Puerto Rico.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 366 Spanish-American Colonial Literature
Ms Walia
A survey of the literature of the Spanish colonies, focusing on its outstanding figures— Inca Garcilaso, Sor Juana Inés de la Cruz— as well as the literature of the Independence Movement. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 367 Literature of the Hispanic People in the U.S.
Mr Barradas
This course will study, chronologically, some of the most important literary works of the Spanish speaking people living in the United States as a way of understanding their particular social and historical problems.
3 Lect Hrs
3 Credits

Span 406 Advanced Spanish Grammar
Ms Walia
The principal objective of this course is to give students a more profound and complete knowledge of Spanish grammar for its own sake, rather than to offer further practice in self-expression (advanced composition and conversation) or to resolve problems in reading comprehension (problems of syntax). Various methods of presenting the more complicated and difficult aspects of grammar will be employed, including written translation from English to Spanish.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 420 Comparative Syntax
Ms Torrego
A comparative study of Spanish-English syntax.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits

Span 421 Spanish Literature Before 1500
Ms Sánchez-Arce, Mr Ryan
Readings from *El Cid* through *La Celestina,* including such works as *Libro de Buen Amor, El Conde Lucanor,* romances, and the poetry of Jorge Manrique and others.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered every 2 or 3 years

Span 422 Golden Age Poetry
Ms Sánchez-Arce
Selections from Garcilaso, Herrera, Fray Luis de León, San Juan de la Cruz, Lope deVega, Góngora, Quevedo.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 423 Golden Age Prose
Ms Sánchez-Arce
Readings of various forms of Spanish prose of the 16th and 17th centuries including picaresque, pastoral and Moorish novels, and important works of moralists, mystics and satirists such as Fray Luis de León, Santa Teresa, Quevedo, Gracián and others.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 424 Golden Age Theatre
Ms Sánchez-Arce
Outstanding dramatists of the 16th and 17th centuries. Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 425 Spanish Romanticism
Mr Navas-Ruiz
A study of Spanish romantic literature from 1812 to 1850. Stresses the relationship between the emerging liberal regime and the romantic literary production as it contributed fundamentally to the shaping of present day Spain. Authors included are Larra, Martínez de la Rosa, Espronceda, Duque de Rivas, Zorrilla, Bécquer. Samples of *Costumbrismo* and other minor genres will be discussed.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 426 Spanish Realism
Mr Navas-Ruiz
Follows the evolution of Spanish literature through the second half of the 19th century as a witness to the ideals and failures of the bourgeois society. Realism and naturalism as literary movements will be thoroughly studied. Authors included are Fernán Caballero, Alarcón, Valera, Pardo Bazán, Pereda, Campoamor, Galdós, and Clarín.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 427 The Generation of 1898
Ms Osorio
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Spanish and Portuguese

Span 428 20th Century Spanish Fiction
Ms Osorio, Mr Ryan
Selected readings from the major novelists and short story writers of the 20th century. Authors included are: Unamuno, Baroja, Miró, Pérez de Ayala, Sender, F Ayala, Cela, Goytisolo, AM Matute and others of the post-Civil War period.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 429 20th Century Spanish Poetry
Staff
Selected readings from the major poets of the 20th century. Authors included are Machado, J R Jiménez, the generation of 1927 and others of the post-Civil War period.
Prerequisite: Span C202 equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years

Span 430 20th Century Spanish Theatre
Ms Osorio
Selected readings of the major dramatists of the 20th century. Authors included are: Benavente, Valle-Inclán, Garcia Lorca, R Alberti, Buero Vallejo, Sastre and others of the post-Civil War period.
Prerequisite: Span C202 or equivalent.
Offered in alternate years.

Span 431 20th Century Spanish Essay
Mr Navas-Ruiz
A study of the Spanish philosophical, historical, literary and political essay through the 20th century, and its relation to local and universal circumstances. The course will focus on certain main subjects as seen by individual writers: contemporary man, conceptions of history, problems of Spain, nature of literary creation. Authors included are Unamuno, Ortega y Gasset, Marañón, Castro, Azaña, d'Ors, Menéndez Pidal, Madariaga.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 432 Don Quixote
Mr Ryan
A critical analysis of Spain's masterpiece.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 433 Galdos
Mr Navas-Ruiz, Mr Ryan
Selected works of Spain's major modern novelist. Will include novels such as, but not restricted to, *Doña Perfecta, Miau, Fortunata y Jacinta, Misericordia, Nazarín,* and others.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 461 19th century Spanish-American Literature
Ms Walia
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature. Fulfills a requirement for Latin-American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 462 Spanish-American Modernism
Mr Navas-Ruiz
A study of the Spanish-American Modernist Movement (1875-1910) with attention to both prose and poetry. Although mainly an aesthetic movement, it contains also the seeds of a new Spanish-American consciousness based on the perception of the specific reality of *Mundonovismo,* on the opposition to the United States and on the need for a more just social order. Authors included are Gonzalez, Prada, Martí, Silva, Rubén Darío, Rodó, Larreta, Lugones, Nervo, Herrera y Reissig. Fulfills a requirement for Latin-American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 463 Modern Spanish-American Fiction
Mr Navas-Ruiz
Concentrates on the development of modern Spanish-American fiction between approximately 1910 and 1945. Special attention is paid to the fiction of the Mexican Revolution and the so-called *Criollista* novel as a way to introduce some of the most pressing problems of the Spanish-American society: Indians and peasants, dictatorship, economic exploitation, revolt and repression, man's and nature's brutality. Authors included are Gallegos, Azuela, Icaza, Quadra, Rivera, Guiraldes, Quiroga, Arguedas. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 464 Contemporary Spanish-American Fiction
Mr Navas-Ruiz
A study of contemporary Spanish-American fiction from about 1945 to the present. Focuses on such movements as avant-garde, magic realism, metaphysical fantasy, the "boom," and social realism (which have made Spanish-American fiction one of the most wide read and discussed all over the world). Authors included are Asturias, Borges, Sábato, Mallea, Onetti, Cortázar, García Marquez, Fuentes, Rulfo, Carpentier, Vargas Llosa, Puig, Lezama Lima, Sarduy. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Spanish and Portuguese

Span 465 Contemporary Spanish-American Poetry
Mr Navas-Ruiz
Follows the evolution of Spanish-American poetry through the 20th century from the modernist movement up to the present. Pays attention to the outstanding group of poetesses formed by Mistral, Storni, Ibarbourou and Agustini; to the black poetry of Guillén and Pales Matos; and to the avant-garde poetry in general, including that of Neruda and Paz. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 466 Rubén Darío
Mr Navas-Ruiz
A study of a major Spanish-American poet and his influence in the Hispanic world. Fulfills a requirement for Latin American Studies Concentration.
Prerequisite: Span C202 or equivalent.
3 Lect Hrs
3 Credits
Offered in alternate years.

Span 478 Independent Study
Staff
For majors who wish to study a special subject not covered in our regular courses. The student must present his/her idea to a professor of the department. A detailed plan of study including a list of readings, scheduled consultations, and a statement about examinations and/or required papers must then be presented by the professor for departmental approval. May be taken only once except where special permission is granted by the department.
Prerequisite: Span C202 or equivalent.
Hrs by arrangement
3 Credits

Span 479 Independent Study
Staff
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for Span 478.
Prerequisite: Span C202 or equivalent.
Hrs by arrangement
3 Credits

Span 480 Studies in Hispanic Literature
Staff
Special topics or individual authors; topics vary from year to year.
3 Lect Hrs
3 Credits

Span 481 Senior Seminar
Staff
Guided research projects in Spanish or Spanish-American literature. Students will be admitted to the seminar upon recommendation of the supervising professor and with permission of the department.
Prerequisite: Senior standing.
3 Lect Hrs
3 Credits

Span 491 Honors Thesis
Staff
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond Span 350 and Span 351.
3 Lect Hrs
3 Credits

TchCer 547 Curriculum and Methods of Teaching Foreign Languages
Ms Estow
This course emphasizes the development of curriculum and the methods and materials of teaching foreign languages at the secondary school level. Topics include design of instruction, evaluation of instruction, individualizing instruction, use of audio-visual aids, foreign language testing and the place of culture and civilization in the foreign language curriculum.
Prerequisite: Acceptance to the Teacher Certification Program.
3 Lect Hrs, 2 Lab Hrs
4 Credits

TchCer 559 Spanish Practicum
Ms Estow
Student teaching in Spanish at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 14 weeks.
Prerequisite: TchCer 547.
Approx. 30 hours/week student teaching, 14 weeks
12 Credits

Port C101 Elementary Portuguese I
Ms Slover
Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Port C102 Elementary Portuguese II
Ms Slover
A continuation of Port C101. Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach.
Prerequisite: Port C101 or equivalent.
Core Area: Foreign Languages.
4 Lect Hrs, 1 Lab Hr
4 Credits

Port C201 Intermediate Portuguese I
Ms Slover
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port C102 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
4 Credits

Port C202 Intermediate Portuguese II
Ms Slover
A continuation of Port C201. Further development of language skills with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port C201 or equivalent.
Core Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr
4 Credits

Port 304 Advanced Portuguese
Ms Slover
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Port 315 Modern Brazilian Literature
Staff
Twentieth century Brazilian literature from modernism to the present day. Conducted in Portuguese.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Spanish and Portuguese

Port 320 19th Century Portuguese Literature
Staff
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romantism and Realism, as well as the political movements with which they were associated. Conducted in Portuguese.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Port 321 Twentieth Century Portuguese Literature
Staff
A selection of prose fiction and poetry from the most important literary movements of the century— *saudosismo, Presença,* social realism, personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. Conducted in Portuguese.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Port 375 Brazilian Civilization
Ms Slover
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course will discuss the distinctions and similarities in the development of Portuguese America and Spanish America. Readings will include historical source material, novels, and modern studies on Brazil. Conducted in English.
3 Lect Hrs
3 Credits

Port 479 Independent Study
Ms Slover
For majors who wish to study a special subject not covered in our regular courses. The student must present his or her idea to a professor in the department. A detailed plan of study including a list of readings, scheduled consultations, and a statement about examinations and/or required papers must then be presented by the professor for departmental approval. May be taken only once except where special permission is granted by the department.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Port 480 Studies in Luso-Brazilian Literature
Ms Slover
Special topics or individual authors; topics vary from year to year.
Prerequisite: Port C202 or equivalent.
3 Lect Hrs
3 Credits

Teacher Certification Program

Faculty

John J Conlon, Assistant Professor and Director; Associate Professor Delores Gallo; Lecturers Barbara Elam, Polly Kaufman, Prudence King.

The Program

The Teacher Certification Program offers an interdisciplinary course of study enabling highly qualified students in the College of Arts and Sciences to satisfy the Commonwealth's requirements for teacher certification. Those requirements changed in 1979; the changes become effective on September 1, 1982. Accordingly, the program is being revised to conform to the new regulations. To receive proper and timely advising, all students interested in careers in teaching must register at the program's office (080/3/067) upon matriculation in the University.

The program offers pre-practicum courses and field experiences in conjunction with various departments of the College, intermediate and advanced courses of general importance to prospective teachers, and practica in conjunction with the major departments. Admission to program-based pre-practicum courses and practica is open only to matriculated students of the University and is granted by the Program Advisory Committee to applicants who are recommended for participation by their major departments and by the Program Director. The minimum grade point average for admission to the practica is normally 3.0.

Requirements and Recommendations: General

Candidates for a teaching certificate issued by the Commonwealth must meet five minimum standards of competency: (I) demonstrated knowledge of the field proposed for certification, (II) demonstrated ability to communicate clearly, understandably and appropriately, (III) demonstrated ability to design instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom, (IV) demonstrated ability to use the results of various evaluative procedures to assess the effectiveness of instruction, (V) demonstrated ability to be equitable, sensitive and responsive to all learners.

Standard I is met by the completion of an academic major in one of the College's departments in the form agreed upon by the department and the program. The Elementary Education Sequence must also be completed by those seeking certification in Elementary Education.

Standard II is met partially by the completion of the CAS Core Curriculum (including the required demonstration of proficiency in writing), partially by pre-practicum courses and field experiences, and by the practicum.

Standards III-V are met by pre-practicum courses, especially those in methodology, curriculum development and evaluation of learning, pre-practicum field experiences and the practicum.

Field Experience Units (FEU). Eligibility for teaching certificates issued under the Commonwealth's revised regulations requires that "at least three courses or the equivalent must include substantial field-based training related to the role covered by the certificate sought." The program recognizes three ways of presenting field-based training/experience applicable toward completing the program's requirement of three FEU's.

Teacher Certification

FEU-A. Not required. Assessment of prior or continuing experience. Experience (voluntary or paid) which a student offers as one of the three required FEU's must be documented according to length, nature, population served, and location; the documentation must also include evaluations of performance by an on-site supervisor and by the student submitting experience for assessment. Normally, FEU-A may be used only once and then only to replace one FEU-C; in extraordinary cases, FEU-A may be used twice to replace both FEU-C requirements. No academic credit is awarded for FEU-A.

FEU-C. Two courses required. Courses offered by the program and by the various academic departments contain field-work requirements and/or options. At least two such courses are required unless one (in extraordinary cases, both) are waived through Assessment. FEU-C courses do not include the specialized methodology courses described below.

FEU-M. One course required. Methodological courses, including instruction in design of curriculum and evaluation of learning, have field-work requirements. No other course or experience may be substituted for the FEU-M requirement.

The required three FEU's must be completed prior to the practicum.

Requirements: Elementary Education

Students must complete the following pre-practicum courses *prior to* the practicum and must also complete the practicum (TchCer 520).
Phil 130 (Philosophy of Education)
Psych 241 (Infancy and Childhood Development)
Psych 245 (Educational Psychology)
Math 587 (Teaching Math in the Elementary School)
TchCer 511 (Issues in Elementary Education)
TchCer 512 (The Teaching of Reading in the Elementary School)
TchCer 513 (Social Sciences: Elementary School Curriculum and Methods)
TchCer 514 (Science: Elementary School Curriculum and Methods)
TchCer 515 (Integrated Arts: Elementary School Curriculum and Methods)

Additional workshops in areas such as special education mainstreaming, physical education and health are required.

The practicum (TchCer 520) is of fifteen weeks' duration and is taken in the student's last semester.

The following pre-practicum courses are recommended for students seeking the Elementary Education certificate.

Highly recommended:
Psych 250 (Learning)
Sociol 238 or C238 (Sociology of Education)
TchCer 211 (Urban Education: Resources)
TchCer 212 (Urban Education: Children's and Young Adults' Literature)

Recommended:
Anth 255 (Anthropology of Education)
BlkSty 102 (The History of Black Education)
Eng 280 (Teaching Composition for ESL Students)
Eng 281 (The Teaching of Writing)
Hist 220 (History of Education)
Phil 275 (Topics In Educational Theory and Philosophy)
WoSt 488 (Women in Education)

Additional field experience is recommended for all students and may be gained and documented through some of the courses listed above or gained independently and documented for Assessment.

Transfer Credit Policy: Elementary Education

Transfer students must comply with the policies of their major departments (usually, 5 major courses taken in residence at the University) and must complete TchCer 511 through 515 as well as TchCer 520 in residence.

Requirements: Secondary Education

The program prepares students to become eligible for secondary school teaching credentials in the following areas only.
Arts: Drama (Theatre Arts); Music.
History and the Social and Behavioral Sciences: History; Anthropology; Black Studies; Economics; Political Science; Psychology; Sociology.
Humanities: English; Latin and Classical Humanities.
Languages: French; Italian; Spanish.
Mathematical and Natural Sciences: Mathematics; Biology; Chemistry; Physics.

In addition to completing requirements for the academic major prior to the practicum, students must complete at least 16 credits of pre-practicum course work in Education, including the required minimum of 3 FEU's. Students may select courses from any of the following electives in categories A and B, and must select the appropriate pre-practicum course in methodology in category C (or C-R, 1981-82).

Category A, Highly Recommended:
Phil 130 (Philosophy of Education)
Psych 245 (Educational Psychology)
Psych 250 (Learning)
Sociol 238 or C238 (Sociology of Education)

Category B, Recommended:
Anth 255 (Anthropology of Education)
BlkSty 102 (History of Black Education)
Engl 280 (Teaching of Composition for ESL Students)
Engl 281 (Teaching of Writing)
Hist 220 (History of Education)
Phil 275 (Topics in Educational Theory and Philosophy)
TchCer 211 (Urban Education: Resources)
TchCer 212 (Urban Education: Children's and Young Adults' Literature)
WoSt 488 (Women in Education)

Category C:
TchCer 547 (Curriculum and Methods of Teaching Foreign Languages)
TchCer 549 (Curriculum and Methods of Teaching Latin/Classics)

Teacher Certification

Category C-R: (Courses in this category will be offered, on demand, in 1981-82 only and will be revised for subsequent offering as pre-practicum courses with separate practica.)
Biol 586 (Curriculum, Methods, Student Teaching of Biology)
Chem 586 (Curriculum, Methods, Student Teaching of Chemistry)
Engl 586 (Curriculum, Methods, Student Teaching of English)
Math 586 (Curriculum, Methods, Student Teaching of Mathematics)
Music 586 (Curriculum, Methods, Student Teaching of Music)
Physics 586 (Curriculum, Methods, Student Teaching of Physics)
SocSci 586 (Curriculum, Methods, Student Teaching of Social Sciences)
ThrArt 586 (Curriculum, Methods, Student Teaching of Theatre Arts)

The Practica. Except as noted above (Category C-R), practica in secondary education must follow all other course work. The practica listed below will be offered, on demand, in spring 1982 and subsequently.

TchCer 550 (Latin/Classics Practicum)
TchCer 555 (French Practicum)
TchCer 557 (Italian Practicum)
TchCer 559 (Spanish Practicum)

Transfer Credit Policy: Secondary Education

Transfer students must comply with the policies of their major departments (usually, 5 major courses taken in residence at the University) and must complete at least one FEU and one course in Category C (or C-R, 1981-82) as well as the appropriate practicum in residence at the University.

TchCer 211 (Urban Education: Resources)
Staff
This course explores the roles of school libraries and public libraries, museums and other resources in meeting the educational needs of city children and young adults. It concentrates on finding viable responses to those needs and determining the special characteristics of resources that can meet them. Field work is required.
3 Lect Hrs
3 Credits

TchCer 212 (Urban Education: Children's and Young Adults' Literature)
Staff
A continuation of TchCer 211, this course examines children's and young adults' literature as reflections of the urban world and as means of both expanding and explaining that world. Field work is required.
3 Lect Hrs
3 Credits

TchCer 478, 479 (Independent Study)
Staff
Open to a very limited number of concentrators in any one semester. A written prospectus must be formulated with the instructor and submitted for approval prior to registration. Field work does not qualify for independent study.
Prerequisite: Permission of instructor and program director.
Hrs by arrangement
1-3 Credits

Math 587 (Teaching Math in the Elementary School)
See Math Department listing.

TchCer 511 (Issues in Elementary Education)
Ms Gallo
This course provides the introduction to the field of elementary education. It begins with a brief historical overview of the development of elementary education in America, its changing goals and values, and the assumptions underlying these. It focuses on present practices, different views of the environments and procedures that promote effective thinking, and their relationship to theories of learning. It includes instructional planning.
Prerequisite: Acceptance into TCP.
4 Lect Hrs
4 Credits

TchCer 512 (The Teaching of Reading in the Elementary School)
Ms Gallo
This course presents reading within the context of the language arts: listening, speaking, reading, writing. It begins with a brief review of language development and focuses on the scope and sequence of skills and strategies that build reading competence. Diagnostic/prescriptive teaching and individualized instruction are emphasized.
Prerequisite: Acceptance into TCP.
4 Lect Hrs
4 Credits

TchCer 513 (Social Sciences: Elementary School Curriculum and Methods)
Staff
This course offers an overview of the curriculum, methods, and materials of the social and behavioral sciences taught in the elementary school. It focuses on interdisciplinary, long-range instructional planning, and includes individualization, the evaluation of instructional materials, and consideration of ways to reduce racism and sexism in the classroom.
Prerequisite: Acceptance into TCP.
3 Lect Hrs
3 Credits

TchCer 514 (Science: Elementary School Curriculum and Methods)
Staff
The course offers an overview of the curriculum, methods and materials of science instruction at the elementary level. It focuses on inquiry and problem solving skills, as well as on promoting creativity in science.
Prerequisite: Acceptance into TCP.
3 Lect Hrs
3 Credits

TchCer 515 (Integrated Arts: Elementary School Curriculum and Methods)
Ms Gallo
This course includes work in creative drama and in the heightening of visual and musical awareness and expression. It focuses on the environments and techniques that promote imaginative expression in children at different developmental levels.
Prerequisite: Acceptance into TCP.
3 Lect Hrs
3 Credits

TchCer 520 (Elementary Education Practicum)
Ms Gallo
Student teaching in elementary education. In school field work: 4½ days of full-time supervised student teaching/week; 15 weeks. Half day seminar/week on special topics in the practicum.
Prerequisite: Acceptance into TCP.
15 Credits

Department of Theatre Arts

Teacher Certification

TchCer 547 (Curriculum and Methods of Teaching Foreign Languages)
Mr Carrara
This course emphasizes the development of curriculum and the methods and materials for teaching foreign languages at the secondary level. Topics include design of instruction, evaluation of instruction, individualizing instruction, use of audio-visual aids, foreign language testing, and the place of the study of culture and civilization in the foreign language curriculum.
Prerequisite: Acceptance into TCP.
3 Lect Hrs, 2 Lab Hrs
4 Credits

TchCer 549 (Curriculum and Methods of Teaching Latin/Classics)
Mr Schork
This course emphasizes the development of curriculum and the methods and materials for teaching Latin and classical studies at the secondary school level. Topics include design of instruction, evaluation of instruction, individualizing instruction, testing, and the development of curriculum in Latin language and classical studies.
Prerequisite: Acceptance into TCP.
3 Lect Hrs, 2 Lab Hrs
4 Credits

TchCer 550 (Latin/Classics Practicum)
Mr Schork
Student teaching of Latin and Classical Studies at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 14 weeks.
Prerequisite: TchCer 549.
12 Credits

TchCer 555 (French Practicum)
Staff
Student teaching in French at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 14 weeks.
Prerequisite: TchCer 547.
12 Credits

TchCer 557 (Italian Practicum)
Mr Carrara
Student teaching in Italian at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 14 weeks.
Prerequisite: TchCer 547.
12 Credits

TchCer 559 (Spanish Practicum)
Ms Estow
Student teaching in Spanish at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 14 weeks.
Prerequisite: TchCer 547.
12 Credits

SocSci 586 (Curriculum, Methods, Student Teaching of Social Sciences)
Ms King
This course emphasizes the development of curriculum and the methods and materials for teaching social sciences in the secondary schools. Student teaching of social sciences at the secondary school level. In-school field work: 5 days of full-time supervised student teaching/week; 10 weeks.
Prerequisite: Acceptance into TCP.
3 Lect Hrs, Field Work-Student Teaching
9 Credits

Faculty

Louis E Roberts, Associate Professor and Chairperson; Associate Professors Evzen E Drmola, Robert R Evans; Visiting Associate Professor Hermann Sichter; Assistant Professor Leonid Chechelnitsky; Lecturers Timothy K McDonough, Susan McGinley, Anne Tolbert

The Department

The Theatre Arts Department at UMass/Boston introduces students to the lively art of theatre in all its myriad forms. It provides sufficient knowledge, ability, and experience to prepare graduates for further study or training, to enter the expanding world of regional theatre, to teach and direct theatre in schools, and to become active members of the theatre community.

Special interest clusters within the program are available in the areas of dramatic literature and criticism, performance (acting and directing), design and technical theatre, and writing for the theatre.

Requirements

The Major

Required courses for a major in theatre arts include:
ThrArt 111 (Traditions in Western Drama)
ThrArt 123 (Stagecraft I) *or*
ThrArt 223 (Stagecraft II)
ThrArt 235 (Introduction to Directing I) *or*
ThrArt 236 (Introduction to Acting I)
ThrArt 230 (Workshop in Drama) (2)
Two courses in dramatic literature offered by the Theatre Arts Department; two courses in dramatic literature offered by other departments; two advanced courses in the Theatre Arts Department (300-level or above).
A minimum of eleven semester courses in theatre arts is required for graduation

The Minor

1. Choice of one:
   ThrArt 111 (Traditions of Western Drama)
   ThrArt 121 (Styles/Techniques of Comedy)
   ThrArt 122 (Styles/Techniques of Tragedy)
2. Choice of one:
   ThrArt 123 (Stagecraft)
   ThrArt 125 (Speech/Movement)
   ThrArt 126 (Speech/Oral Interpretation)
   ThrArt 236 (Introduction to Acting I)
   ThrArt 235 (Introduction to Directing I)
   ThrArt 250 (Introduction to Playwriting)
   ThrArt 260 (Introduction to Scene Design)
   ThrArt 261 (Introduction to Costume Design)
3. ThrArt 226 (Play Reading)
4. ThrArt 230 (Workshop in Drama)

5 & 6 Two courses at the 300-400 level
A total of six courses in the Theatre Arts Department.

Theatre Arts

Honors

Majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average, and a 3.5 in Theatre Arts have the opportunity to do an Honors Project in ThrArt 479. Students should apply in the second semester of their junior year. The Honors Project must be approved by the Honors Committee of the department and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the Honors Committee. Honors in Theatre Arts will be awarded by the Honors Committee on the basis of overall academic performance and work done on the Honors Project.

Transfer Credit Policy

At least six courses must be taken within the department at UMass/Boston. Students wishing to transfer credit should consult with the department.

Special Programs

Nantucket Program

In addition to courses offered in the Summer Session at the Park Square and Harbor Campuses, the Theatre Arts Department offers the equivalent of a full semester's credit in special courses and programs on Nantucket Island during July and August. Each summer the program focuses on a particular area of theatre and is designed to expand upon and enhance the department's regular offerings.

Internship Program

On occasion, qualified upper class students may receive academic credit for work in theatre outside the University. Consult catalog listing under "ThrArt 435 (Internship Program)."

Creative Writing Program

The Theatre Arts Department participates with the English Department in a Creative Writing Program open to degree and non-degree students and offering course credit leading to a Certificate in Creative Writing. Theatre arts courses in writing for the stage, screen and television are included in this program.

Teacher Certification Program

The Theatre Arts Department participates in the Teacher Certification Program. Consult catalog listing under "ThrArt 586 (Curriculum and Methods Student Teaching— Theatre Arts)."

ThrArt 111 Traditions of Western Drama
Mr Roberts, Mr Drmola, Mr Evans
The intellectual content, designs and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
3 Lect Hrs
4 Credits

ThrArt 121 The Styles and Techniques of Comedy
Staff
A study of the comic form emphasizing the differing styles, techniques, motivations and degrees of effectivenesss of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs
4 Credits

ThrArt122 The Styles and Techniques of Tragedy
Staff
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs
4 Credits

ThrArt 123 Stagecraft I
Mr Chechelnitsky
An introduction to and exploration of stage facilities and skills, emphasizing skill-development in the uses and choice of tools. Materials and procedures necessary for scenic and property execution; includes lab work in department productions.
3 Lect Hrs
3 Credits

ThrArt 125 Speech and Movement
Mr McDonough, Ms McGinley
Basics of voice-training, diction-improvement, diaphragmatic breathing, movement work for the stage; characterization-movement and movement to develop stage presence.
3 Lect Hrs
3 Credits

ThrArt 126 Speech and Oral Interpretation
Staff
Study of principles of speech and oral interpretation, emphasizing the analysis, preparation and oral presentation of literary materials.
3 Lect Hrs
3 Credits

ThrArt 200 Musical Theatre
Staff
An introduction to styles, kinds and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
3 Lab/Lect Hrs
3 Credits

ThrArt 212 Theatre of Social Protest
Mr Roberts
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
3 Lect Hrs
3 Credits

Theatre Arts

ThrArt 213 American Theatre Before O'Neill
Mr Evans, Mr Roberts
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis will be placed upon the relation of individual plays to American theatrical, political, and social history.
3 Lect Hrs
3 Credits

ThrArt 214 American Theatre Since O'Neill
Mr Evans, Mr Roberts
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
3 Lect Hrs
3 Credits

ThrArt 215 Mid-Twentieth Century Drama
Mr Roberts, Mr Evans
The ideas, values and techniques of the contemporary theatre as reflected in modern styles of stage production.
3 Lect Hrs
3 Credits

ThrArt 216 Elizabethan Stage
Mr Roberts, Mr Drmola
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
3 Lect Hrs
3 Credits

ThrArt 218 Modern European Drama
Mr Roberts, Mr Evans
A study of late 19th, early 20th century theatre in Europe that marked the beginning of naturalistic, realistic and symbolic drama, and created a revolution in directorial, scenic and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
3 Lect Hrs
3 Credits

ThrArt 220 Black Theatre in America
Staff
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
3 Lect Hrs
3 Credits

ThrArt 223 Stagecraft II
Mr Chechelnitsky
A study of the tools, equipment and procedures necessary in theatrical graphics, lighting and sound production. Includes lab work in department productions and individual projects.
3 Lect Hrs
3 Credits

ThrArt 224 Play Production I
Staff
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
3 Lect Hrs
3 Credits

ThrArt 225 Play Production II
Staff
Further exploration of the process of producing theatre, emphasizing organization of personnel and the facilities for touring and for repertory.
Prerequisite: ThrArt 123 or 224.
3 Lect Hrs
3 Credits

ThrArt 226 Play Reading
Mr Roberts
Decoding a script— interpretation of playwright's intention, director's function, designer's vision, actor's creation. Emphasis on vocal characterization in readings done by class of a variety of plays— mostly short, some original, some unproduced.
3 Lect Hrs
3 Credits

ThrArt 230 Workshop in Drama
Mr Roberts, Mr Drmola, Mr Chechelnitsky
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, his time, and to production history. Production is presented to the University and general community.
Note: ThrArt 230 must be repeated (for credit) by theatre arts majors. Other students need not repeat the course.
3 Lect Hrs, 3 Lab Hrs
4 Credits

ThrArt 232 Modern Dance Theatre Workshop
Staff
Different colors, textures, rhythms and images expressed in body movement. The final project will be a movement-dance-theatre piece incorporating all the techniques experienced in class.
3 Lect Hrs, 3 Lab Hrs
4 Credits

ThrArt 234 New Theatre Strategies
Mr Roberts
Works in a new direction in theatre; the evolution of a theatre piece from a theme or group of themes rather than from a script. Students will be involved in all areas of the collective process formulating drama from the interaction of a group. Structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs
3 Credits

ThrArt 235 Introduction to Directing I
Mr Drmola, Mr McDonough, Ms McGinley
The director as creator of the vision of the whole play and all its elements; acting, lighting, stage design, styles of theatre, script breakdown, production notebook, slow, careful work in directing small scenes.
3 Lect Hrs
3 Credits

ThrArt 236 Introduction to Acting I
Mr Drmola, Mr McDonough, Ms McGinley
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function with emphasis on recently evolved methods of acting, and upon preparation of scenes in class.
3 Lect Hrs
3 Credits

ThrArt 240 Women in Theatre
Staff
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and literature.
3 Lect Hrs
3 Credits

Theatre Arts

ThrArt 245 Creative Drama for Children
Staff
Students will learn creative drama techniques, learn to teach drama to children of various ages and actually teach in the community schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games— not on mounting plays.
3 Lect Hrs
3 Credits

ThrArt 250 Introduction to Playwriting
Mr Roberts
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and the reading of scripts.
Recommended for all students interested in acting and directing.
3 Lect Hrs
3 Credits

ThrArt 251 Playwriting I
Mr Roberts
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
3 Lect Hrs
3 Credits

ThrArt 260 Introduction to Scene Design
Mr Sichter
Theatre as art form in cultural and popular expression— function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
3 Lect Hrs
3 Credits

ThrArt 261 Introduction to Costume Design
Mr Sichter
The theatre incorporating the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale and general design elements as they apply to stage costuming, qualities of fabric, basic cutting and draping, in stage costumes.
3 Lect Hrs
3 Credits

ThrArt 265 Television Production
Mr Chechelnitsky, Mr Drmola
An exploration and evaluation of techniques of television production, with particular emphasis on common industry practices.
3 Lect Hrs
3 Credits

ThrArt 275 Introduction to Screen and Television Writing
Staff
An introduction to the art and technical aspects of writing scripts for film and television. Involves analyses of screenplays; study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
3 Lect Hrs
3 Credits

ThrArt 300 Seminar in the Scenic Imagination
Mr Sichter
The creative principles of stage production, based on an analysis of the playscript in its relation to stage action, setting, costumes and lighting. Study of scenic metaphor and a review of the historic forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 301 Seminar in Contemporary American Playwrights
Staff
Analysis of the art of a major living writer of the American stage; the history of his plays and their production; critical response; contribution of his drama to the American theatre and society. In most cases students will consult with the playwright and/or those who have worked with him.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 320 Shakespearean Acting
Mr Roberts
Specialized study of Shakespearian plays based on historical awareness of acting styles and techniques employed since the 16th century. Students will create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs
3 Credits

ThrArt 335 Introduction to Directing II
Mr Drmola, Mr McDonough
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 235.
3 Lect Hrs
3 Credits

ThrArt 336 Introduction to Acting II
Mr Drmola, Mr McDonough, Ms McGinley
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 236.
3 Lect Hrs
3 Credits

ThrArt 351 Playwriting II
Mr Roberts
Writing for the theatre, with emphasis on the three-act form, including the construction of a scenario and completion of a draft of an original three-act play.
Prerequisite: ThrArt 251.
3 Lect Hrs
3 Credits

ThrArt 355 Lighting Design
Mr Chechelnitsky
Study of the principles and techniques of illumination for the stage.
3 Lect Hrs
3 Credits

ThrArt 360 Advanced Design
Mr Sichter
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: ThrArt 260 or permission of instructor.
3 Lect Hrs
3 Credits

Theatre Arts

ThrArt 404 Advanced Directing
Mr Drmola, Mr McDonough, Mr Roberts
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisite: ThrArt 235 and 335 and permission of instructor.
3 Lect Hrs
3 Credits

ThrArt 435 Theatre Arts Internship Program
Mr Evans
Designed to enable theatre arts majors with sufficient course work behind them to earn 6 credits for a semester's internship in communication arts or commercial or other working theatres outside the University.
Prerequisite: Theatre arts major, junior or senior standing, completion of most major requirements including Workshops, and permission of instructor and Chairperson.
Hrs by arrangement
6 Credits

ThrArt 436 Advanced Acting
Mr Drmola, Mr McDonough, Mr Roberts
Advanced work on selected projects with special attention to the individual's actor's needs. Scenework, script breakdown, and development of a character.
Prerequisite: ThrArt 236 and 336.
3 Lect Hrs
3 Credits

ThrArt 478, 479 Independent Study
Staff
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement
1-3 Credits

ThrArt 481 Selected Topics
Staff
The study of different areas within the context of theatre arts preparation. Courses will vary each semester and will be announced during pre-registration periods.
3 Lect Hrs
3 Credits

ThrArt 586 Curriculum and Methods Student Teaching— Theatre Arts
Mr Roberts
The issues and principles of learning and teaching drama. Supervision and critique of practice teaching in the schools.
Prerequisite: Admission to the Teacher Certification Program and permission of Chairperson.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching)
9 Credits

Translation Program

Director

Assistant Professor Anny Newman

The Program

The Program in Translation offers students two different ways to gain fundamental skills in translation:

The Concentration in Translation

Students can follow a 6-course concentration sequence in the translation of a foreign language while pursuing any traditional major such as political science, physics or a standard foreign language major. Their degrees will indicate that they have expertise in their major field and can also function as translators of information into and out of a second language. Students receive a Certificate in Translation.

Translation Option for Foreign Language Majors

One option for students wishing to major in a foreign language is to pursue a self-contained 50-hour sequence of courses focused on translation, an alternative to the standard foreign language curriculum. Students receive an Advanced Certificate in Translation.

The Translation Program is currently being offered in French and German during the academic year. The Spanish Department offers two intensive six-credit courses in the Summer School, during two six-week semesters (See *Summer School Catalog* for details). Plans call for the gradual addition of other languages. Students should consult the foreign language departmental offerings in this catalog for information about the specific courses presently available. Students are also encouraged to contact the Program Director.

The purpose of this program is to give students skill ancillary to their basic education as a career option. In the greater Boston area alone there is a need for translators' skills in fields ranging from public service to business and diplomacy. In the medical fields, for example, translators are needed to serve the multi-lingual clientele of the city's hospitals and clinics; public institutions are presently not equipped to serve non-English speakers.

Requirements and Recommendations

Admission

Both the concentration and translation option for foreign language majors have the same conditions for entrance:

A Passage of the Writing Proficiency Examination as mandated by the College Curriculum.

B Completion of a two-term sequence of courses in the student's second language, on the intermediate level. (Offered by the foreign language departments.)

C Passage of a proficiency examination in the student's second language. Continuance in the program after the sophomore year is contingent upon this examination. The examination is set at the intermediate level of competence within the college level intensive language study program. The attainment of proficiency is required at the start of the junior year. Students are encouraged to attain the proficiency level by studying in a total-immersion language program, either at the University, where available, or elsewhere in the United States or abroad.

Urban Studies Certificate Program

Translation

Concentration and Option Requirements

The concentration and the translation option for foreign language majors have five requirements in common:

1. A two-term sequence of courses in the student's second language on translation and style: an intensive study of grammar, stylistics and composition, focused on problems of idiomatic written translation in English and the second language. (Offered by the foreign language departments.)
2. A two-term sequence of advanced translation courses in the second language to develop further the skills of written translation. (Offered by the foreign language departments.)
3. One higher-level course in English grammar and its application to writing.
4. One course in the culture and civilization of the student's second language. (Offered by the foreign language departments.)
5. A comprehensive final examination in translation.

The translation option for foreign language majors has three additional requirements:

6. A course in lexicology, the study of the origin and meaning of words.
7. Three courses complementing the basic curriculum. This requirement may be met in various ways, subject to approval by the advisor. A student might study:
   - the history of the student's second language
   - the sound system of the student's second language
   - the dialects of the student's second language
   - international economics
   - international law and organization
   - a third language for two terms
8. A coherent six-course sequence in the student's second language or related fields to complement his or her basic translation skills, selected with the approval of the Director of the Program and its advisory board.

Sample Concentration Sequence

French 301 (Traduction et stylistique)
French 411 (Thème et version)
French 480 (Français commercial)
French 481 (Français des affaires)
or
French 475 (Civilisation contemporaine)
or
French 476 (Civilisation française I)
or
French 477 (Civilisation française II)
Engl 306 (Advanced Composition: Theory and Practice)

Internship

An optional summer or full-year internship may be available to students who wish job experience in translation.

Transfer Credit Policy

Please see the director of the program to discuss the suitability for transfer credit of courses taken at other institutions.

Faculty

Robert C Wood, Professor and Director; Professor Bernard M Kramer; Associate Professor R Timothy Sieber; Assistant Professor Ellen Richards

The Program

The Urban Studies Program offers students the opportunity to achieve a Certificate in Urban Studies as an adjunct to a regular departmental major. According to their particular educational career goals, students may choose from 35 different courses, mainly or wholly addressed to urban issues, from thirteen CAS departments and programs. The program's curricular offerings are strongly weighted toward study of contemporary American urban society, and the Boston metropolitan area in particular, but the program also provides for broad historical and cross-cultural study of the world's great variety of urban forms. Urban studies offerings permit students to familiarize themselves with the wide range of theoretical perspectives, methodologies, and substantive findings that have resulted from the investigation of cities through the various liberal arts disciplines. Through its internship program and several of its courses, the program also offers students opportunities to gain practical field experience that may further their career goals.

Requirements

Introductory Course

Students graduating June 1983 and thereafter are required to take Urban Studies 101 (Introduction to Urban Studies).

Electives

Students graduating June 1984 and thereafter must take at least five (5) courses from the approved list of urban studies electives (see below). Students graduating in June 1983 or January 1984 must take at least six (6) courses from the approved list of urban studies electives. Students graduating before June 1983 must take at least seven (7) courses from the approved list of urban studies electives. No more than three (3) courses may be taken from any one department.

Elective Distribution Requirement

Students graduating June 1982 and thereafter must distribute their electives so that they take at least three (3) from Group A. The remaining electives may include any from Group A or Group B (see below).

Senior Requirement

By the end of their senior year, all students graduating June 1984 or thereafter must take *either* Urban Studies 489 (Directed Senior Research in Urban Studies) *or* Urban Studies 490 (Practicum in Urban Studies).

Urban Studies

Electives

Group A

Anth 209 (Urban Anthropology)
Art 330 (Studies in the History of Architecture)
Econ 213 (Urban Economics)
Econ 243 (Political Economy of Black America)
Hist 376 (American Urban History)
Psych 232 (Community Psychology)
PolSci 341 (Metropolitan Politics)
PolSci 344 (Problems in Urban Politics)
Sociol 211 (Urban Community)

Group B

AmCiv 301B (Concept of Culture and Study of the City)
AmCiv 301C (Charlestown)
AmCiv 301E (Aliens and Anglo-Saxons: The Immigrant in American Society, 1880-1924)
Anth 258 (Anthropology and Social Issues)
Art 254 (American Architecture)
Art 339 (20th Century Architecture)
Biol 604 (Biology of Cities)
BlkSty 104 (Drug Abuse and the Black Community)
BlkSty 480D (Black Urban Politics)
BlkSty 480K (Problems in Urban Education)
Econ 155 (Statistical Methods)
Econ 318 (Economics of State & Local Government)
Hist 379 (The U.S. in the 20th Century I)
Hist 380 (The U.S. in the 20th Century II)
Hist 395 (History of Boston)
LatAmSty 301 (Hispanics in Urban America)
Psych 234 (Nature of Prejudice)
Psych 237 (Community Health)
Psych 291 (Environmental Psychology)
Sociol 200 (Human Service Organizations)
Sociol 231 (Social Stratification)
Sociol 321 (Racial and Ethnic Relations)
TchCer 211 (Urban Education: Resources)
TchCer 212 (Urban Education: Children's & Young Adults' Literature)

Other Requirements

To successfully complete the program, students must achieve a minimum overall GPA of 2.0 in their course work.

A maximum of two (2) courses taken Pass/Fail may be counted toward program requirements.

Transfer Credit Policy

A maximum of three (3) transfer courses, upon evaluation and approval by the Program Committee, may be applied toward fulfillment of program requirements.

Urban Studies 101 Introduction to Urban Studies
Mr Kramer, Ms Richards
An introductory overview of the field of urban studies, focusing primarily on analysis of the character of the contemporary American city and the nature of the problems that beset it. The wider history and evolution of urbanization and urbanism are examined in relation to Western and non-Western ancient cities, the industrial revolution in Europe and in the United States, and twentieth-century Third World urbanization. The fundamental social, economic, political, and cultural features of American cities are assessed, as are the respective contributions of different urban-related disciplines to the interpretation and analysis of these features. Approximately one-half the course involves a multidisciplinary consideration of selected American urban policy issues, related to such areas as housing, crime, transportation, health, race, education, and planning.
3 Lect Hrs
4 Credits

Urban Studies 489 Directed Senior Research in Urban Studies
Staff
A course of independent interdisciplinary research, library- and/or field-based, under the supervision of urban studies faculty, centering on a problem or issue in urban studies. Enrollment limited to registrants in the CAS Urban Studies Certificate Program. Note: For students graduating prior to June 1984, this course may serve as a "Group B" Urban Studies Elective. Not open to students who have taken Urban Studies 490. *Prerequisite: Senior standing, and permission of instructor.*
3 Lect Hrs
3 Credits

Urban Studies 490 Practicum in Urban Studies
Mr Kramer
Supervised field placement entailing work on an issue, problem, concept, or process in urban studies. Conferences with course instructor, periodic seminar meetings, and appropriate written work required.
Note: For students graduating prior to June 1984, this course may serve as a "Group B" Urban Studies Elective. Not open to students who have taken Urban Studies 489. Under special circumstances, and with the approval of the program director, this course may be repeated once.
Prerequisites: Urban Studies 101, 3 other urban studies courses, junior or senior standing, and permission of instructor.
By arrangement
3-6 Credits

Women's Studies Certificate Program

Faculty

Ann Froines, Lecturer and Director; Assistant Professor Jean Humez

The Program

Women's studies is an academic program made up of interdisciplinary courses which are taught by women's studies faculty as well as by faculty in other departments of the College of Arts and Sciences. The program derives its sense of purpose from its identification with the broad aims of the women's liberation movement for significant social change. This sense of purpose derives also from the recognition that women need a sense of their collective past, present, and possibilities for the future in order to end intellectual isolation and social discrimination.

The objectives of the women's studies faculty are varied:

In teaching they seek to change the consciousness of students by providing them with new knowledge about women's lives and experiences as well as the new critical frameworks for understanding and expanding this knowledge.

In advising they seek to assist students to develop a greater awareness of their educational, professional, and/or employment goals.

In academic affairs they attempt to integrate the new knowledge about women into the curriculum, and to promote a non-sexist orientation toward women in all aspects of university life.

In community affairs they participate in networks beyond the campus by extending their resources to organizations promoting feminist education in a variety of settings.

Students may obtain a Certificate in Women's Studies in addition to completing regular major requirements or design in interdisciplinary women's studies major through the individual major option. Faculty advisors will assist students in planning courses of study to suit their needs and special interests. A Certificate in Women's Studies for non-degree-seeking students is also available.

Women's studies courses are open to all students; many take two or three courses for their own enrichment. Some courses meet not only program requirements but also major and distribution requirements.

Students participate in the planning and evaluation of courses and methods of instruction through service on the Women's Studies Advisory Board. They also help to maintain the Women's Studies Resource Center, which has a reference library covering many topics in the field.

Requirements and Recommendations

Requirements for the certificate are a total of seven courses of 21 credits, and for the individual major ten courses from two or more programs/disciplines, six of which must be upper level courses.

Both certificate students and those fulfilling individual major requirements must take the introductory course, "Women and Society," and at least one other interdisciplinary women's studies (WoSt) course. The remaining courses may be chosen from interdisciplinary or departmental cross-listed courses, but at least one course must be taken in the humanities and one course in the social sciences. Advanced work in a seminar or in an independent study project is an optional but vital aspect of the student's experience in the program. Juniors and seniors may earn six credits for field work with agencies and organizations providing services to women or organizing around women's issues.

Departmental Courses Cross-listed with Women's Studies

In addition to the courses offered by the Women's Studies Program, the following cross-listed departmental courses fulfill requirements for the certificate or individual major. Students should contact the Women's Studies Program office for assistance in selecting courses and to fill out an enrollment form.

AmCiv 301A (Pioneer Women and Men)
Anth 355 (Anthropology of Sex Roles)
Clsics 287 (Women in Greek and Roman Literature)
Econ 294 (Sex Segregated Labor Markets)
Engl 216 (Writing as Women)
Engl 357 (Afro-American Women Writers)
Engl 452 (Contemporary Women Poets)
French C271 (The Feminine Presence in French Literature)
Ger 275 (Images of Women and Men in German Literature)
Hist 393 (A Social History of Working-Class Women)
Hist 394 (Women in Social Movements)
Hist 446 (History of Feminist Thought)
Human 270 (Gay Literature)
Human 283 (The Image of Women in Literature)
Human 353 (The Literature of Courtly Love)
LS 292 (Women and Work)
Mgt 478 (Issues for Women in Management) (a "special topics" course offered by the College of Management and Professional Studies)
Phil 222 (Moral Issues in Medicine)
Phil 287 (Equality)
Phil 289 (Marxist Philosophy)
Phil 230 (Philosophy and Feminism)
PolSci 465 (Women and Revolutions)
Psych 236 (Psychology of Women)
RelStd 135 (From Fertility Cults to Philosophy)
Sociol 382 (Social Psychology of Sex Roles)
Sociol 475 (Socialization)
Sociol 485 (Seminar on Single Parent Families)
Span 324 (Women in Spanish Literature) (in Spanish)
TchCer 212 (Urban Education: Children's and Young Adults' Literature)

Transfer Credit Policy

Students may count toward the certificate requirements up to three women's studies courses taken elsewhere.

Women's Studies

WoSt C100 Women and Society: An Introduction to Women's Studies
Staff
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students will examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students will relate their course material to experiences in their own lives. Preference given to first and second year students.
Core Area: Social and Behavioral Sciences.
3 Lect Hrs
4 Credits

WoSt C150 Women, Culture, and Identity
Ms Horsley
An introductory level course examining the origins of present attitudes about women, critical analyses of woman's situation in patriarchal cultures, and efforts by women to achieve a self-defined female identity. Drawing on materials from myth, religion, philosophy, anthropology, feminist analysis, literature, and autobiography, the course will investigate cultural beliefs about woman's "nature" and role at different times and places, attempts to explain the origins and persistence of woman's subordination, and women's efforts to define a new identity through political and creative activity. May be taken separately or in addition to WoSt C100 as a first or second course in women's studies. Preference given to first and second year or transfer students.
Core Area: Philosophical and Humanistic Studies.
3 Lect Hrs
4 Credits

WoSt 100 Women and Society: An Introduction to Women's Studies
Staff
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students will examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students will relate course material to experiences in their own lives.
3 Lect Hrs
4 Credits

WoSt 200 Twentieth Century Women Writers: A Feminist Perspective
Ms Humez
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. These include: the special difficulties facing the woman artist; the process of female socialization and its impact on mother-daughter relationships; female adolescence, lesbianism; the need for making the lives of ordinary women a subject for study and a source of artistic creation; and rediscovery of women's collective past. Novels, short stories, some analytical essays and autobiographies will be used.
Prerequisite: One women's studies course or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 250 Women's Image in Film
Ms Dittmar, Ms Annas
A study of the relations between women's image in film and women's experience in society, this course explores the ways film as an art form reflects the social, political, and cultural issues affecting women. It examines traditional images of women and the portrayal of women struggling to reassess and redefine their roles and sense of self. It focuses both on the universal in all women's experiences and on special national, cultural, and economic circumstances which affect the treatment of women in films. Attention to literary and cinematic form complements thematic issues and affirms the connection between technique and content, form and meaning.
Prerequisite: Eng 101 and 102.
3 Lect Hrs
3 Credits

WoSt 300 The Politics of the Women's Movement
Staff
An advanced course designed for women's studies Concentrators on the position of women in society. It is a survey of a particular body of feminist political thought. Topics include British feminism, Marxian views on the "Woman Question," and radical feminism.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

WoSt 350 Women in the Third World Countries
Ms Froines
An upper level course focusing on the status of women in selected Third World countries. Topics examined will include changing work and family roles of women; the woman's role in economic development; the food crisis and population control; women's participation in national liberation struggles, and Marxist and feminist approaches to women's liberation in the Third World.
Prerequisite: One women's studies course, or introductory history or politics, or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 400 Research and Methods in Women's Studies
Staff
An advanced seminar on selected topics to introduce students students to interdisciplinary methods in women's studies. Instructor and students will consider new sources of material for research on women. Completion of a major project or research paper will be required. Limited to 15 junior or senior students.
Prerequisite: Two women's studies courses and permission of instructor.
3 Lect Hrs
3 Credits

Women's Studies

WoSt 450 Women, Art, and Social Change
Ms Humez
Drawing on the expressive work of women writers, musicians, visual artists, and craftspeople, the course will look at the ways women artists have functioned as social historians and social critics. The major emphasis will be on 19th and 20th century work by women in America, in a broad range of expressive traditions. Guest speakers may include practicing artists, singers, photographers, writers, and feminist critics. Journals, one major analytical (or oral-historical) project, a creative project, and an oral presentation are required.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

WoSt 479 Independent Study
Staff
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

WoSt 480 Special Topics
Staff
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisite: WoSt 100 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

WoSt 490 Internship in Women's Studies
Ms Froines
A seminar which must be taken concurrently with WoSt 490A. Objective: to allow students to apply their theoretical understandings in women's studies to practical experiences in supervised field work. Topics include theoretical issues relevant to placements in a human service agency or social change organization, evaluation of basic skills learned in field work, and career development exercises. An oral presentation and two papers will be required. Topics will be integrated with discussions of students' on-site work. Open to a maximum of 12 students each semester.
Prerequisite: Two WoSt courses or equivalent, junior or senior standing, and permission of instructor.
3 Credits

WoSt 490A Field Work
Ms Froines
For eight or fifteen hours each week, students will participate, usually on a volunteer basis, in supervised field work with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Prerequisite: Two WoSt courses or equivalent, junior or senior standing, and permission of instruction.
3 Credits

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Eric Robinson, BA, MA, *Jesus College, Cambridge University,* Professor of History

Bernard Rosenblatt, AB, *University of New Hampshire,* PhD, *Clark University,* Professor of Psychology

Barbara Ross, BA, MA, PhD, *University of New Hampshire,* Associate Professor of Psychology

Lois Rudnick, BA, *Jackson College,* MA, *Tufts University,* PhD, *Brown University,* Assistant Professor of English

Joseph Russell, MA, PhD, *Boston College,* Lecturer in Mathematics

Alvan S Ryan, BA, *University of Massachusetts,* MA, *Harvard University,* PhD, *State University of Iowa,* Professor of English Emeritus

James J Ryan, BA, *Queens College,* MA, PhD, *University of Wisconsin,* Professor of Spanish

Fuad Safwat, BSC, *University of Baghdad,* MA, PhD, *Washington University,* Associate Professor of Biology

George Salzman, BS, *Brooklyn College,* MS, PhD, *University of Illinois,* Professor of Physics

Ina Samuels, BA, *University of California, Los Angeles,* PhD, *University of Chicago,* MA, PhD, *University of Michigan,* Associate Professor of Psychology

Nellie Sánchez-Arce, BA, *Universidad de Puerto Rico,* MA, *Mount Holyoke College,* PhD, *University of Pennsylvania,* Associate Professor of Spanish

Pancho Savery, BA, *Stanford University,* MA, PhD, *Cornell University,* Assistant Professor of English

Geza Schay, Jr., BA, *Eotvos University,* PhD, *Princeton University,* Professor of Mathematics

Faculty

Salvatore Schiavo-Campo, BA, *Brandeis University,* MA, PhD, *Columbia University,* LLD, *Universita Di Palermo,* Professor of Economics

Maxwell Schleifer, AB, *Harvard College,* MA, PhD, *Boston University,* Professor of Psychology

Ruth Schmitter, BS, *Michigan State University,* MS, *University of Edinburgh,* PhD, *Harvard University,* Assistant Professor of Biology

Susan Schneider, BA, *Barnard College,* MA, *University of California, Berkeley,* PhD, *University of Texas,* Associate Professor of History

R Joseph Schork, BA, *College of the Holy Cross,* DPhil, *Oxford University,* Professor of Classics

Ronald Schreiber, BA, *Wesleyan University,* MA, PhD, *Columbia University,* Associate Professor of English

Russell K Schutt, BA, MA, PhD, *University of Illinois, Chicago Circle,* Assistant Professor of Sociology

Karlene Schwartz, BS, MS, *University of Wisconsin,* Part-time Lecturer in Biology

Lowell M Schwartz, BS, *Massachusetts Institute of Technology,* MS, *California Institute of Technology,* PhD, *Massachusetts Institute of Technology,* Professor of Chemistry

Steven Schwartz, BS, *City College of New York,* AM, PhD, *University of Illinois, Urbana,* Associate Professor of Psychology

Ronald Scrudato, BS, *Clemson University,* MS, *Tulane University,* PhD, *University of North Carolina,* Associate Professor of Environmental Science

Edna Seaman, BS, *Brooklyn College,* PhD, *University of Illinois, Urbana,* Associate Professor of Biology

Robert Seely, BS, *Haverford College,* PhD, *Massachusetts Institute of Technology,* Professor of Mathematics

Lester A Segal, BSS, *City College of New York,* MA, *Ohio State University,* PhD, *Columbia University,* Associate Professor of History

Nareshchandra P Shah, BS, MS, *University of Louisville,* PhD, *Stanford University,* Assistant Professor of Physics

John Shane, BA, *University of Maine,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Physics

Mary Shaner, BA, *Duke University,* MA, PhD, *University of Illinois,* BLitt, *Oxford University,* Associate Professor of English

Marshall Shatz, BS, *Harvard College,* MA, PhD, *Columbia University,* Associate Professor of History

Penelope Shaw, BA, MA, PhD, *University of Michigan,* Assistant Professor of English

Michael Shiaris, BS, *University of Maryland,* MS, *Colorado State University,* PhD, *University of Tennessee,* Assistant Professor of Biology

Melissa Shook, BA, *Goddard College,* Assistant Professor of Art

Robert Shope, AB, *Princeton University,* MA, PhD, *Harvard University,* Professor of Philosphy

Sandra Shuman, BA, *Smith College,* PhD, *Harvard University,* Assistant Professor of German

R Timothy Sieber, BA, *Haverford College,* MA, PhD, *New York University,* Associate Professor of Anthropology

George Siegel, BA, MA, *Columbia University,* PhD, *Harvard University,* Associate Professor of Russian

AP Simonds, AB, PhD, *Harvard University,* Associate Professor of Political Science

George Slover, BA, *University of Pennsylvania,* MFA, *Yale University,* MA, PhD, *Indiana University,* Associate Professor of English

Carol Smith, BA, *Brown University,* PhD, *Harvard University,* Assistant Professor of Psychology

George Smith, Jr, BA, *University of Virginia,* MA, *University of California,* PhD, *University of Virginia,* Associate Professor of English

Malcolm Smuts, BA, *Yale University,* PhD, *Princeton University,* Assistant Professor of History

S Shula Sommers, AB, *The Hebrew University,* MA, PhD, *Boston University,* Assistant Professor of Psychology

Marilyn Sorenson, BA, *University of Utah,* MA, *Boston College,* Licence de Concert, *L'Ecole Normale de Musique,* Instructor in French

Robert H Spaethling, BA, MA, PhD, *University of California,* Honorary MA, *Harvard University,* Professor of German

John D Spence, AB, *Grinnell College,* JD, *Harvard Law School,* PhD, *Massachusetts Institute of Technology,* Associate Professor of Political Science

Suzanne Spencer-Wood, BA, *Mount Holyoke College,* MA, *Northwestern University,* PhD, *University of Massachusetts,* Assistant Professor of Anthropology

Robert Steamer, BA, *Bucknell University,* MA, *University of Virginia,* PhD, *Cornell University,* Professor of Political Science

Monique Stern, Baccalaureat, *Lycee Marcellin Berthelot,* MA, *University of Paris,* PhD, *University of Maryland,* Associate Professor of French

Mary H Stevenson, BA, *Brandeis University,* PhD, *University of Michigan,* Associate Professor of Economics

Sharon Stichter, BA, *Beloit College,* PhD, *Columbia University,* Associate Professor of Sociology

Irvin Stock, BA, *New York University,* MA, PhD, *Columbia University,* Professor of English

Taylor Stoehr, BA, *Boston College,* MA, PhD, *University of California, Berkeley,* Professor of English

Edward Strickland, BA, MA, PhD, *New York University,* Associate Professor of Psychology

Gerald J Sullivan, BA, MA, *Harvard University,* Lecturer in Classics

Robert Swartz, BA, PhD, *Harvard University,* Professor of Philosophy

Helen Tager-Flusberg, BS, *University College, London,* PhD, *Harvard University,* Assistant Professor of History

Daisy Tagliacozzo, BA, *Boston University,* PhD, *University of Chicago,* Professor of Sociology

Michiko Takaki, BA, *Lindenwood College,* MA, *Southern Illinois University,* Assistant Professor of Anthropology

Taffee T Tanimoto, BA, *University of California, Los Angeles,* SM, *University of Chicago,* PhD, *University of Pittsburgh,* Professor of Mathematics

Nicholas Tawa, BA, *Harvard College,* MA, *Boston University,* PhD, *Harvard University,* Associate Professor of Music

Brian Thompson, BA, MA, PhD, *Harvard University,* Associate Professor of French

Harold Thurman, BA, *University of Kentucky,* MA, *University of Louisville,* Professor of Art

Glen E Tinder, BA, *Pomona College,* MA, *Claremont Graduate School,* PhD, *University of California, Berkeley,* Professor of Political Science

Michael B Tomlinson, BA, *Reed College,* MS, PhD, *University of Oregon,* Assistant Professor of Mathematics

Esther Torrego, Licenciada en Filosofia y Letras, Doctora en Filosofia y Letras, *Universidad de Madrid,* Assistant Professor of Spanish

Raymone Torto, BA, MA, PhD, *Boston College,* Associate Professor of Economics

Joseph Tribble, BA, *Boston College,* MA, PhD, *Harvard University,* Associate Professor of English

Faculty

Marilyn Truesdell, BA, *Sarah Lawrence College,* Lecturer in English

Paul Tucker, BA, *Williams College,* MA, PhD, *Yale University,* Assistant Professor of Art

James C Turner, BA, MA, PhD, *Harvard University,* Assistant Professor of History

Primo Vannicelli, BA, *Occidental College,* MA, PhD, *Harvard University,* Associate Professor of Political Science

Claire Van Ummersen, BS, MS, PhD, *Tufts University,* Associate Professor of Biology

Hans van Willigen, BA, PhD, *University of Amsterdam,* Professor of Chemistry

Cornelia Veenendaal, BA, *University of Massachusetts,* MA, *Yale University,* Associate Professor of English

Gerald C Volpe, BA, *College of the Holy Cross,* MA, *Fordham University,* PhD, *Princeton University,* Associate Professor of French and Italian

Eleanor Wachs, BA, *Hunter College* MA, *City College of New York,* PhD, *Indiana University,* Assistant Professor of English

Joanne Waghorne, BA, *Wilson College,* MA, PhD, *University of Chicago,* Assistant Professor of Religious Studies

Adorna Walia, BA, MA, PhD, *Radcliffe College,* Associate Professor of Spanish

Chi-Hua Wang, BS, *St John's University,* PhD, *St Louis University,* Professor of Chemistry

James Ward, BA, *Adrian College,* MA, *University of Michigan,* PhD, *Harvard University,* Associate Professor of Political Science

Mary Helen Washington, BA, *Notre Dame College,* MA, PhD, *University of Detroit,* Associate Professor of English

Paul Watanabe, BS, *University of Utah,* MA, PhD, *Harvard University,* Assistant Professor of Political Science

Renee Watkins, BA, *Radcliffe College,* MA, PhD, *Harvard University,* Associate Professor of History

Nevin Weaver, BA, *Southwestern University,* MS, PhD, *Texas A&M,* Professor of Biology

Walter E Weibrecht, BS, *Franklin and Marshall College,* PhD, *Cornell University,* Associate Professor of Chemistry

Robert Weiss, BA, *University of Buffalo,* MA, PhD, *University of Michigan,* Professor of Sociology

Richard White, BA, *University of Rochester,* PhD, *Washington University,* Professor of Biology

Kevin Whitfield, AB, PhD, *Columbia University,* Assistant Professor of Classics

Garrison H Wilkes, BA, *Pomona College,* PhD, *Harvard University,* Associate Professor of Biology

Frederick Willey, BA, *Bowdoin College,* MA, PhD, *Harvard University,* Associate Professor of English

Harold Wolozin, BS, *Tufts University,* PhD, *Columbia University,* Professor of Economics

Robert C Wood, BA, *Princeton University,* MPA, MA, PhD, *Harvard University,* Professor of Political Science

Dennis H Wortman, BS, *University of Maryland,* PhD, *Massachusetts Institute of Technology,* Assistant Professor of Mathematics

Richard Yarde, BFA, MFA, *Boston University,* Associate Professor of Art

Gordon C Zahn, BA, *College of St Thomas,* MA PhD, *Catholic University of America,* Professor of Sociology

Vivian Zamel, BA, *City College of New York,* MA, *Boston University,* MA, EdM, PhD, *Columbia University,* Assistant Professor of English

Leverett J Zompa, BS, *Merrimack College,* MS, *College of the Holy Cross,* PhD, *Boston College, Professor of Chemistry*

The College of Management and Professional Studies

The College

The College of Management and Professional (CMPS) equips students with the intellectual and professional skills they need to pursue careers in business and industry, government and education, public interest agencies and private service organizations. The four-year curriculum leads to a Bachelor of Science degree and reflects one of the College's great strengths. By fulfilling requirements of General Education, Programmatic (Foundation, Core, Concentration), and elective course work, undergraduates are prepared not only with the theoretical, technical, and functional training they will need to succeed as professionals, but also with the solid liberal arts background essential to professional and personal development. With the perspective gained through this curriculum, students leave CMPS with specific job-related skills and richer social, cultural, and scientific understanding of the world in which they will use those skills. In its entirety, the curriculum of CMPS emphasizes economic theories and quantitative analyses, behavioral sciences, and social responsibility. Specific objectives of the curriculum are

Knowledge of:
- management functions and processes
- legal, social, political, economic and other environmental systems
- research theory and methods
- organizations, administrative behavior, information systems, and allied fields

Attitudes toward:
- one's self as a person and as a manager
- subordinates, associates, and superiors
- research and problem-solving
- change

Skills and concepts in:
- planning, decision-making, and other management functions and processes
- problem-solving and research
- initiating, implementing, and adapting to change
- communicating, both orally and in writing
- achieving results

Degree Requirements

The College of Management and Professional Studies awards its graduates the Bachelor of Science degree. To qualify for the degree, CMPS students must meet all University criteria for graduation, successfully complete course work specified by both the general education and programmatic requirements, and pass the College's Writing Proficiency Examination.

Specific CMPS degree requirements are as follows:

General Education

To insure that its students develop intellectual depth and discipline, the College requires that they devote a substantial portion of their curricula to general education. Students fulfill the overall general education requirement by course work in three areas, *Problems of Inquiry, Fields of Study,* and *Disciplinary Specialization.*

1. *Problems of Inquiry*, a sequence of courses, using both theoretical and practical modes, enables students to recognize and to act upon questions of value, judgment, and perception.

2. *Fields of Study*, designed to increase the breadth of each student's knowledge, consists of course work in five interdisciplinary areas: Aesthetics, Comparative Culture, Human Behavior, Morals and Values, and the Physical World. The specific courses that students may use to fulfill the Fields of Study requirement are offered through the College of Arts and Sciences, and students must successfully complete at least one course in each interdisciplinary area. Students should confer with their academic advisors to determine which specific courses satisfy the Fields of Study requirement.

3. *Disciplinary Specialization*, a requirement of three College of Arts and Sciences courses at or above the 200 level, provides students an opportunity within a single discipline to explore in depth a subject outside their programmatic areas.

Programmatic

In addition to course work in general education, students must satisfactorily complete *Foundation, Management Core,* and *Concentration* courses.

1. Through *Foundation* courses students obtain basic quantitative and statistical skills. All students must take the foundation courses, which are Introduction to Economics (Econ 101), Basic Math and College Algebra (Math C110), and Introduction to Economics II (Econ 102), offered by the College of Arts and Sciences, and Introduction to Computers in Management (MS 110), Managerial Statistics (MS 210), and Quantitative Analysis (MS 211), offered by CMPS.

2. Through *Management Core* courses students acquire substantial theoretical background in the functional areas of management as well as opportunities for the application of theory to practice through case analyses and class discussions. Degree candidates must complete all ten management core courses; Financial Accounting (AF 210), Managerial Accounting (AF 211), Legal Environment of Management (MGT 230), Management of Human Resources I (MGT 301), Principles of Marketing (MKT 301), Operations Management (MS 301), Financial Management (AF 301), Management of Human Resources II (MGT 302), Business Environments and Public Policy (MGT 330), Business Policy/Strategic Planning and Managerial Policy (MGT 490/MGT 491).

Department of Accounting and Finance

Degree Requirements

3. Through departmentally sponsored *Concentration* courses, students expand their theoretical and technical expertise in one of the following areas:

- Accounting (Accounting and Finance Department)
- Health Services Administration (Management Department)
- Management of Human Resources (Management Department)
- Management Information Systems (Management Sciences Department)
- Marketing (Marketing Department)
- Operations Management (Management Sciences Department)
- Private Financial Management (Accounting and Finance Department)
- Public Financial Management (Accounting and Finance Department)
- Public Management (Management Department)

The College expects students to select a concentration no later than the end of the first semester of their junior year and to complete in that concentration a minimum of four (five, in some cases) courses. Having chosen a concentration, students become affiliated, for administrative purposes, with the department sponsoring it.

Through College approved and supervised Internships, students have yet another opportunity to enhance and apply the skills and abilities they learn in classes. Students may intern in a variety of settings— for example, private industry or business; local, state, or federal government agencies; hospitals; or educational institutions, including UMass/Boston. Complete information about Internships is available from the Office of Student Services.

Writing Proficiency

In addition to satisfactory completion of all required and elective course work, students must also demonstrate their ability to write lucid prose reflective of sophisticated, critical thinking at a level commensurate with the awarding of a bachelor's degree. Through passage of the Writing Proficiency Examination, students not only satisfy a graduation requirement but also present concrete evidence of their facility in producing analytical, standard English prose. Students may take the W.P.E. during their freshman, sophomore, junior, or senior years and may retake it as often as necessary. The College offers a variety of courses, labs, and tutorials to help students prepare themselves for the Proficiency Examination; students who do not pass the Examination may be required to take specific courses (consult the Essential Skills Department for more information).

Faculty

Joseph A McHugh, Chairperson and Professor; Professors Pearson Hunt, Arnold J Olenick; Associate Professor Herbert L Lyken; Lecturers Michael A Ficara, Robert D Park, William E Seltz

The Department

The Department of Accounting and Finance offers Concentrations in Accounting, Private Financial Management, and Public Financial Management to prepare students for a range of careers in public, private, or not-for-profit organizations. The department offers courses giving students a solid grounding in accounting or finance to enhance their professional preparation regardless of specific concentrations as well as specialized, upper-level courses qualifying students for individual professional pursuits. Moreover, the department offers sequences of courses, detailed below, that give students the necessary qualifications for various professional certifications.

Concentrations

Accounting

The Concentration in Accounting gives students a broad understanding of accounting theory and technique in preparation for the full range of career opportunities in the private, public, and nonbusiness sectors. The Accounting Concentration is appropriate for students who seek both the necessary range and depth in their academic preparation for careers in financial management such as accounting, controlling, and auditing (both internal and external).

Requirements

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 450 Federal Taxation

and one of the following:

- AF 410 Advanced Accounting
- AF 470 Financial Auditing
- AF 471 Managerial Auditing

The concentration also offers three additional programs that prepare students for professional certification as public accountants (CPA's) internal auditors (CIA's), and managerial accountants (CMA's). Students should take careful note that requirements for professional certificates demand highly specialized coursework; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA). Students planning careers as CPA's should follow a special program to meet the requirements of the various state statutes regulating eligibility for the CPA examination:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 410 Advanced Accounting
- AF 411 Cost Accounting
- AF 450 Federal Taxation
- AF 470 Financial Auditing
- MGT 431 The Law of Business Transactions

Accounting and Finance

Certified Internal Auditor (CIA). Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. As a minimum, the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 471 Managerial Auditing

as well as courses from the Finance and Management Sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant (CMA). Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program around the requirements set by the Institute of Management Accounting of the National Association of Accountants. As a minimum the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 471 Managerial Auditing

Other courses should be selected from Finance, Management, and Management Science offerings. Students should consult literature from the Institute of Management Accounting early in their senior year to obtain the latest requirements and application dates for the certifying examination.

Private Financial Management

The Private Financial Management Concentration provides students with a broad understanding of financial theory and technique. From course work, students acquire the knowledge and skills to perform as comptrollers, treasurers, investment bankers, or to take on other challenging jobs in financial management.

Requirements

- AF 401 Business Finance
- AF 420 Theory of Finance
- AF 430 Financial Institutions and Markets

Two of the following:

- AF 310 Intermediate Accounting I
- AF 450 Federal Taxation
- AF 460 Investment Management
- AF 465 Small Business Financial Management
- AF 471 Managerial Auditing

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFA's) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination (level 3) dates and should then follow the appropriate program of study.

Public Financial Management

The Public Financial Management Concentration prepares students for public sector resource management. Governmental units at federal, state, and local levels need qualified professionals for auditing, accounting, and budgeting, as well as for taxation and finance. Consulting and accounting firms and non-profit organizations also require these same professionals.

Requirements

- AF 431 Financial Management of Government Institutions
- AF 432 Public Budgeting Systems
- AF 433 Accounting for Nonbusiness Organizations
- AF 471 Managerial Auditing
- MGT 403 Introduction to Public Management

AF 210 Financial Accounting
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
3 Credits

AF 211 Managerial Accounting
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, and standard job order and process cost systems.
Prerequisite: AF 210
3 Credits

AF 301 Financial Management
Introduces financial management, both short term and long term, including working capital management and budgeting, leverage, debt capacity, dividend policy, and time-value of money. The course also acquaints students with the kinds of securities issued by public and private entities.
Prerequisite: AF 210.
3 Credits

AF 310 Intermediate Accounting I
Develops students' grasp of financial accounting theory. The course puts particular emphasis on the relationship of theory and practical problems such as the limitations of traditional financial statements. The course gives similar in-depth treatment to asset and current liability items.
Prerequisite: AF 210.
3 Credits

AF 311 Intermediate Accounting II
Continues to develop accounting theory, with particular respect to the application of principles and concepts as well as accounting pronouncements. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity items.
Prerequisite: AF 310.
3 Credits

AF 401 Business Finance
Examines in detail the management of financial resources. The course contrasts the kinds of information and procedures available to internal and external analysts. Students learn through case study to recognize financial implications of business problems, select appropriate techniques to resolve particular problems, and make decisions regarding specific problems.
Prerequisite: AF 301 or permission of instructor.
3 Credits

Accounting and Finance

AF 410 Advanced Accounting
Improves and increases the skills students acquire in AF 310-311. The course focuses on the tools of accounting necessary for business combinations and consolidations, inter-company transactions, foreign operations, partnerships, governmental and not-for-profit organizations, and fiduciaries.
Prerequisites: AF 310 and 311.
3 Credits

AF 411 Cost Accounting
Examines the design, implementation, and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variables. To a lesser extent, the course also applies concepts of cost accounting to mercantile and service organizations.
Prerequisites: AF 211 and 310.
3 Credits

AF 420 Theory of Finance
Provides students with the analytical techniques necessary to complete the varied assignments a financial manager or analyst might receive. The course considers the theoretical background and practical examples of various analytical techniques as well as the benefits and shortcomings of each technique. Major topics include asset management, capital budgeting, and valuation theory.
Prerequisite: AF 301 or permission of instructor.
3 Credits

AF 430 Financial Institutions and Markets
Introduces financial institutions and their role in the U.S. economy. The course examines the managerial issues and problems unique to insurance companies, banks, brokerage firms, and security markets, as well as other financial institutions.
Prerequisites: AF 301; AF 401 strongly recommended as preparation or to be taken concurrently.
3 Credits

AF 431 Financial Management of Government Institutions
Develops students' knowledge of how public agencies manage resources (revenues and inventories), expenditures, and debts. The course integrates the management and accounting techniques necessary to solve the financial problems of public debt policy and current and capital budgeting.
Prerequisite: AF 301 or permission of instructor.
3 Credits

AF 432 Public Budgeting Systems
Examines public budgeting at the federal, state, and local levels. The course emphasizes the manager's use of budgeting in the planning, evaluation, and control of public programs, as well as the recent federal reforms in the budgeting process, the analytical tools for budgeting, and the application of program-based budgeting at all governmental levels. The future direction of public budgeting will also be considered.
Prerequisite: AF 301 or permission of instructor.
3 Credits

AF 433 Accounting for Non-business Organizations
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of non-business organizations such as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well as the accounting principles appropriate to non-business organizations.
Prerequisite: AF 310.
3 Credits

AF 435 Financial Management of Health Organizations
Examines financial management in the operation of the health organization. The course addresses the financial procedures unique to health organizations, as well as the special problems of establishing service rates under a public commission and of reimbursements by third-party agencies.
Prerequisites: AF 301, MGT 435.
3 Credits

AF 450 Federal Taxation
Studies the law and procedures of federal income taxation. The course also examines the impact of those laws and procedures on operational and financial planning by individuals, partners, and corporations.
Prerequisite: AF 210.
3 Credits

AF 460 Investment Management
Prepares students for work in firms that invest in financial instruments. The course examines the characteristics of investors that determine the appropriate financial instrument, the analysis and selection of securities to satisfy investors' needs, and the markets in which exchanges of securities take place.
Prerequisite: AF 301.
3 Credits

AF 462 Purchasing and Materials Management
Studies the principles and techniques underlying the organization and management of the procurement function. The course considers the purchasing function as it relates to other management functions in the modern profit or non-profit enterprise.
Prerequisite: Permission of instructor.
3 Credits

AF 465 Small Business Financial Management
Examines the formation and management of both profit and non-profit small organizations, those with personnel of under 100. The course emphasizes analytical tools and managerial concepts most useful to small organizations for personnel organization, financing, and marketing. Specific topics include finding opportunities, appraising potential for success, raising capital, negotiating price and terms for funding or purchase, as well as operational oroblems appearing at various stages in the life cycle of a small enterprise.
Prerequisite: AF 301 or permission of instructor.
3 Credits

AF 470 Financial Auditing
Encompasses both the theory and technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. Through the use of case studies, the course gives students the opportunity to practice evidence-gathering, recording, and decision-making. Students will also consider the auditor's techniques of communication and reporting responsibility.
Prerequisite: AF 311.
3 Credits

Accounting and Finance

AF 471 Managerial Auditing
Evaluates activities at all levels of operations to improve either profitability in the private sector or operational performance in the public sector. The course presents the conceptual foundations of auditing, as well as the practical application of auditing techniques to the public and private sectors. Cases drawn from both corporate and governmental audits will illustrate the "real world" dilemmas posed in the domain of managerial auditing.
Prerequisite: 3 Concentration Courses.
3 Credits

AF 478 Special Topics in Accounting and Finance
Addresses a specific topic of accounting or finance. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Credits

AF 480 Accounting and Finance Internship
Provides students with opportunities for full- or part-time work experience in an accounting and finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in a CMPS degree program.

AF 485 Small Business Practicum
Provides students with opportunities to apply management training principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small organizations. Students work in teams with faculty guidance.
Prerequisite: Completion of Core requirement or permission of instructor.
3 Credits

AF 488 Independent Study
Is a student-initiated research project on an accounting or finance topic, supervised by a member of the accounting and finance faculty. The course is open to a limited number of students each semester.
3 Credits

Department of Essential Skills

The Faculty

Mark A Schlesinger, Chairperson and Assistant Professor; Norman W Klein, Assistant Professor; Beverly Gudanowski, Writing Skills Specialist

The Department

The Department of Essential Skills provides courses, labs, tutorials and non-credit workshops to insure that students acquire and demonstrate proficiency in reasoning and communication. The department also administers the Writing Proficiency Examination. Because of its nature, the Essential Skills Department offers no concentrations.

ESM 110 Expression of Critical Thought
Introduces students to modes of reasoning and communication essential to problem solving. The course gives students an initial exposure to the methodology of their future upper-level courses and is therefore *required of all freshmen during their first semester.*
3 Credits

ESM 210 Critical Thinking and Writing
Offers instruction and practice in the writing of persuasive, analytical prose. The course encourages students to write with the clarity and coherence necessary for professional, managerial work.
3 Credits

ESM 211 Writing and Managerial Thinking
Builds on the critical thinking and writing skills students develop in ESM 210 and extends those skills to managerial thinking and writing. The course emphasizes clarity and structure in case analysis and project reports.
Prerequisites: ESM 210 and permission of instructor.
3 Credits

ESM 301L; 302L Essential Skills Labs in Human Resources Management I and II
Provide optional, additional opportunities for students in MGT 301 and MGT 302 to write and think about concepts and issues of human resource management. The labs, using instruction in case analysis (301L) and other exercises, help students sharpen their critical skills and improve their writing.
1 Credit (each)

ESM 478 Special Topics in Essential Skills
Addresses a specific topic in Essential Skills. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Credits

Department of Management

The Faculty

George W Spiro, Chairperson and Associate Professor; Houston G Elam, Dean and Professor; Professor Gunther S Boroschek; Associate Professors Paul V Croke, Robert C Terrill, Joan C Tonn; Assistant Professors Diane McKinney, Richard L Pyle, Patricia L Wilkie, Instructors Candace Hetzner, Joseph Reed, Vivien Schmidt

The Department

The Department of Management offers Concentrations in Health Services Administration, Human Resources Management, and Public Management. In addition to offering courses that examine the broad, conceptual issues of management, the department helps students acquire skills in developing human resources and solving "people problems."

Concentrations

Health Services Administration

The Concentration in Health Services Administration prepares students for operations level and staff planning careers in institutions, agencies, or businesses delivering health or health-related services. The concentration offers students a unique opportunity to examine issues of health care within the context of a management curriculum.

Requirements

- AF 435 Financial Management of Health Organizations
- MGT 435 Organization of the Health System
- MGT 455 Health Systems Planning and Administration
- MGT 465 Legal Issues in Health

Human Resources Management

The Human Resources Management Concentration prepares students for careers in such areas as manpower planning, recruitment, selection, and training; wage and salary administration; performance evaluation; equal employment opportunity; and the general area of industrial and labor relations.

Requirements

- MGT 401 Personnel Management Systems
- MGT 402 Labor Relations Systems
- MGT 430 Law and Human Resources Management
- MGT 460 Human Resources Management: Issues and Trends

Public Management

The Concentration in Public Management is designed for students who wish to pursue careers in public administration. Students electing this concentration take a range of courses in preparation for careers in public sector management, including those in personnel, labor relations, budgeting, finance, and program development.

Requirements

- MGT 403 Introduction to Public Management
- MGT 450 Program Planning and Evaluation

— And one course selected from each of the following three groups:

- AF 431 Financial Management of Government Institutions

or

- AF 432 Public Budgeting Systems
- MGT 401 Personnel Management Systems

or

- MGT 402 Labor Relations
- MGT 432 Comparative Public Management

or

- MGT 451 Problems in Public Policy and Management

MGT 100 Introduction to Management for Non-CMPS Students
Introduces students to the functions and problems of management. This course is designed for students in the College of Arts and Sciences and the College of Public and Community Service and is therefore not open to students in the College of Management and Professional Studies.
3 Credits

MGT 210 Problems of Inquiry
Focuses on the complex interplay of facts and values in our efforts to explain and evaluate in the natural, social, and moral worlds. The first two-thirds of the course examine the principal modes of explanation employed both in the natural and social sciences as well as in management. The last third of the course examines the principal modes of moral evaluation employed both in professional and personal contexts.
3 Credits

MGT 220 Ethics and Management
Reviews briefly the modes of moral evaluation considered in *Problems of Inquiry* (MGT 210) and examines the kinds of ethical principles (e.g., justice, equality, rights, and obligations) generally offered in justification of ethical judgments. The course then becomes a supervised independent study in which the student chooses an ethical problem in management to explain and evaluate.
Prerequisite: MGT 210 or permission of instructor.
3 Credits

MGT 230 Legal Environment of Management
Explores the nature and functions of law and legal systems. The course examines the use of law in resolving disputes and as an administrative facilitating and regulating instrument, with particular emphasis placed on the relationship between theories of law and of management.
3 Credits.

Management

MGT 301 Management of Human Resources I
Introduces the process of planning, organizing, directing, and controlling activities as they relate to the effective use and development of people in formal organizations. Students learn analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations, their objectives, and the development of human resources. The course emphasizes organizational analysis and design and the analysis of effects of organizational structure on human performance.
3 Credits

MGT 302 Management of Human Resources II
Examines theories and research about human behavior in organizations. Through experiential learning, students analyze individual behavior, interpersonal relations, and group dynamics, all from a managerial perspective. The course also considers the options open to management in structuring human performance as well as the value implications implicit in personnel decisions.
Prerequisite: MGT 301.
3 Credits

MGT 330 Business Environments and Public Policy
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. The course examines how government promotes, regulates, and competes with private enterprise.
3 Credits

MGT 401 Personnel Management Systems
Explores the personnel management process in both the public and private sectors. The course examines the role of the personnel manager and the nature of the various forces shaping that role. Topics to be covered include: the traditional areas of personnel management, such as recruitment, selection, and compensation, as well as the special problems associated with public sector personnel management.
Prerequisite: MGT 302 or permission of instructor.
3 Credits

MGT 402 Labor Relations Systems
Explores the nature, development, and current problems of union-management relations in both the public and private sectors. The course addresses subjects such as labor market and labor force analysis, unemployment and technological change, contract negotiation and administration.
Prerequisite: MGT 401 or permission of instructor.
3 Credits

MGT 403 Introduction to Public Management
Examines the role of public administrators in the design and implementation of public policy. The course deals with technical, political, and social issues in managing units of federal, state, and local government and examines the historical development and future of public administration, problems of managerial decision-making, ethics in government, as well as public budgeting and personnel success.
Prerequisite: MGT 302 or permission of instructor.
3 Credits

MGT 410 Behavioral Techniques in Human Resources
Helps students develop the basic skills and research techniques common to personnel and labor relations. The course examines those aspects of research methodology required for effective role development in personnel and labor relations.
Prerequisite: MGT 302 or permission of instructor.
3 Credits

MGT 430 Law and Human Resources Management
Introduces students to the institutional framework in which the government structure of employer-employee relations is cast. The course examines such issues as the sources of contemporary labor law, collective bargaining, and arbitration law.
Prerequisite: The Management Core.
3 Credits

MGT 431 Law of Business Transactions
Introduces students to the range and substance of commercial laws at state and federal levels. The course examines the Uniform Commercial Code, the extensive body of commercial law, adopted by all states except Louisiana, that governs commerce in the public and private sectors. The course also considers federal laws such as the Bankruptcy Act and the Consumer Credit Protection Act.
3 Credits

MGT 432 Comparative Public Management
Examines the role of public administrators and the functions of public agencies and enterprises in other cultures. The course looks at public management in the western European nations of England, France, Germany, Sweden and Italy as well as in the U.S.S.R., China, and Japan.
3 Credits

MGT 435 Organization of Health Systems
Introduces students to the Concentration in Health Services Administration. The course studies the individuals and organizations comprising America's health care system and examines the shaping and reshaping that system undergoes to meet the needs of the public.
3 Credits

MGT 441 Organizational Development
Investigates diagnostic techniques, change processes, and managerial intervention techniques relevant to a variety of human groupings within formal organizations.
Prerequisite: MGT 401 or permission of instructor.
3 Credits

MGT 450 Program Planning and Evaluation
Acquaints students with the methods managers use to plan programmatic objectives and to evaluate results. This course discusses not only techniques of planning evaluation but also the political and organizational environments in which these techniques are executed. Topics include the determination of performance criteria and standards, choice of research design and instruments, presentation of evaluation data and reports, and use of evaluation results to improve organizational efficiency and effectiveness.
Prerequisite: MGT 301 or permission of instructor.
3 Credits

Management

MGT 451 Problems in Public Policy and Management
Takes an in-depth look at the problems confronting public policy-makers and administrators as they set the goals of government. The course also examines the establishment and implementation of the machinery to meet these goals. Specific topics vary from semester to semester.
3 Credits

MGT 455 Health Systems Planning and Administration
Studies the administrator's function within a health organization. The course also introduces community health problems and the design of systems to meet these problems.
Prerequisites: MGT 302 and 435, permission of instructor.
4 Credits

MGT 460 Human Resources Management: Issues and Trends
Provides students with an opportunity to obtain a broader understanding of the complex problems faced by managers responsible for decisions in human resources management. The course examines issues designed to pose multiple problems, testing as well as extending students' understanding of the materials covered in other courses in the Human Resources Management sequence.
Prerequisites: MGT 401, 402, and 430.
3 Credits

MGT 465 Legal Issues in Health
Examines health organizations and the law. The course describes the legal responsibilities of the typical organization's governing body, medical staff, and administrators.
Prerequisite: MGT 435 or permission of instructor.
3 Credits

MGT 478 Special Topics in Management
Addresses a specific topic in management. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Credits

MGT 480 Management Internship
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in a CMPS degree program.

MGT 488 Independent Study
Is a student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
3 Credits

MGT 490 Business Policy
Focuses on the organization as a whole, from a perspective that takes into account both the role of top management and the future of the organization. The course is intended as the capstone of the student's academic career. The course, moreover, develops an approach for identifying the ultimate aim of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. The course is required of concentrators in accounting, management of human resources, management information systems, marketing, operations management, and private financial management.
Prerequisite: Senior standing.
3 Credits

MGT 491 Strategic Planning and Managerial Policy
Gives students who concentrate in public management an opportunity to integrate their knowledge and skills of management into an intensive study of strategic planning and policy-making in public organizations. The course enables students to come to an understanding of the roles of public managers, the intellectual concepts and skills necessary to formulating strategy and policy in public organizations, and the overlap between formulating policy and implementing it in public organizations. The course is required of concentrators in health services administration, public financial management, and public management.
Prerequisite: Senior standing.
3 Credits

Department of Management Sciences

The Faculty

John C Papageorgiou, Chairperson and Professor; Associate Professor Daniel Shimshak: Assistant Professor Jonathan Bard

The Department

The Department of Management Sciences offers Concentrations in Management Information Systems and Operations Management. The department offers students both a strong background in theory as well as opportunities to learn state-of-the-art practical applications and techniques. Students not seeking Concentrations in Management Information Systems or Operations Management but who wish to increase their knowledge in either area are encouraged to elect courses from either area.

Concentrations

Management Information Systems

The Management Information Systems Concentration prepares students for careers in systems analysis and data processing for both private and public organizations. Courses provide students with a background in computers and information systems, data processing functions of an organization, concepts of systems analysis, and management science and computer models for problem solving.

Requirements

- MS 410 COBOL and Introduction to Fortran
- MS 411 Data Base Management
- MS 421 Introduction to Management Information Systems
- MS 422 Simulation
- MS 461 Systems Analysis

The department strongly recommends that students fulfill their general education requirement of disciplinary specialization from the Computer Science curriculum in the Department of Mathematical Sciences.

Operations Management

The Operations Management Concentration prepares students for careers in manufacturing and service industries in a variety of positions such as production scheduling, supervision, and design, as well as quality and inventory control.

Requirements

- MS 420 Management Science Models
- MS 450 Inventory Management and Inventory Control
- MS 451 Forecasting
- MS 452 Quality Planning and Control
- MS 460 Advanced Operations Management

MS 110 Introduction to Computers in Management
Introduces students to computers and their use in information processing and decision making. Among the topics the course considers are evolution of information processing, data representation, program flowcharting, basic programming, and simple applications.
3 Credits

MS 210 Managerial Statistics
Provides the student with a basic knowledge of ways to reduce masses of data into a meaningful form for decision making. The course examines collection and presentation of data, frequency distributions, measures of central tendency and dispersion, probability and probability distributions.
Prerequisite: Math 110 (may be taken concurrently).
3 Credits

MS 211 Quantitative Analysis
Provides the student with additional (beyond MS 210) knowledge of statistical analysis approaches used in decision making. Topics include: decision theory, bayesian statistical approaches, statistical inference, non-parametric regression, and correlation analysis.
Prerequisite: MS 210.
3 Credits

MS 301 Operations Management
Introduces the student to the design and control problems of every system that transforms inputs into outputs, with major emphasis given to the problems associated with the production function of a manufacturing organization. The course also covers operations research approaches used to solve the associated problems.
Prerequisite: MS 210.
3 Credits

MS 410 COBOL and Introduction to FORTRAN Programming
Provides computer programming applications, using FORTRAN and COBOL languages, to all disciplines of management. The course enables students to use the computer in problem solving, analysis, and learning.
Prerequisite: MS 110.
3 Credits

MS 411 Data Base Management
Presents the logical concepts behind data-base systems, the possible physical configurations, and the nature of data-management software. Problems to be addressed include the size of the data-base, storage arrangement, speed of retrieval, as well as the relationship of the system to other management components of the organization.
Prerequisites: MS 421 and MS 410.
3 Credits

MS 420 Management Science Models
Examines the usefulness and the limits of management science models in analyzing and solving managerial problems. Students in the course study linear and dynamic programming, network analysis, and queueing models, and are introduced to integer and goal programming as well as Markov processes.
Prerequisite: MS 301.
3 Credits

MS 421 Introduction to Management Information Systems
Introduces students to management information systems, particularly data processing. The course considers the organizational conditions that determine the role of the data processing function and the impact of engineering technology on corporate organization, as well as specific topics such as common structural alternatives, principal work elements, and the purpose and limitations of major hardware and software.
Prerequisite: MS 110.
3 Credits

MS 422 Simulation
Acquaints students with simulation and its computer languages. The course introduces simulation models and their applications to different functional areas within the context of the management of complex systems. Other topics include: random observations generation, analysis of simulation output, and simulation languages GPSS and SIMSCRIPT.
Prerequisites: MS 110 and MS 210 (MS 210 may be taken concurrently).
3 Credits

Department of Marketing

Management Sciences

MS 450 Inventory Control
Examines the decision systems and models that are used in the control and management of inventories. The course also reviews the suitability of various systems for different categories of inventory items and studies that Materials Requirements Planning approach.
Prerequisites: MS 211 and 301.
3 Credits

MS 451 Forecasting
Studies the different approaches to forecasting and the problems attendant on each approach. The course considers autocorrelation and trend analysis, moving averages, exponential smoothing, decomposition, adaptive filtering, and Box-Jenkins Methodology.
Prerequisite: MS 211.
3 Credits

MS 452 Quality Planning and Control
Examines approaches for planning the quality control function of a system and analyzes problems of quality control. The course includes such topics as the function of quality control in its entirety and at each stage in the development of a product, the economics of quality control, the data systems and diagnostic techniques that are used for quality improvement, as well as statistical aids, acceptance sampling, and vendor-customer relations.
Prerequisites: MS 211 and 301 (MS 301 may be taken concurrently).
3 Credits

MS 460 Advanced Operations Management
Applies quantitative techniques to problems arising from the design, planning, and control of systems that transform inputs into outputs within a given functional area of an organization. Specific topics include: aggregate planning, scheduling and sequencing, assembly line balancing, project scheduling, and facilities replacement and maintenance.
Prerequisites: MS 211 and 301.
3 Credits

MS 461 Systems Analysis
Studies systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. The course introduces systems and models and the stages of a systems-analysis approach, and provides an overview of systems applications by functional areas and computer techniques for systems implementation in finance, operations, and marketing.
Prerequisites: MS 301 and MS 421 (MS 421 may be taken concurrently).
3 Credits

MS 478 Special Topics in Management Sciences
Addresses a specific topic of management sciences. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Credits

MS 480 Management Sciences Internship
Provides students with opportunities for full- or part-time work experience in a management sciences setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in a CMPS degree program.

MS 488 Independent Study
Is a student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
3 Credits

Faculty

Gary G Young, Chairperson and Lecturer; Peter J McClure, Professor; Gerrit B deVos, Visiting Professor; Richard P Nielsen, Associate Professor; Richard J Morrison, Lecturer

The Department

The Department of Marketing offers a Concentration in Marketing. Students electing this Concentration follow a program of required study supplemented by a range of intermediate and advanced courses addressing the functional areas of marketing, marketing institutions and strategies, as well as theory. Additionally, many courses in the department complement the programs of students electing other Concentrations.

Concentration

Marketing

Students interested in pursuing careers in advertising, brand management, marketing research, retailing, sales, or sales promotion should elect the Marketing Concentration.

Requirements

- MKT 401 Marketing Management
- MKT 410 Marketing Research
- MKT 440 Buyer Behavior
- A minimum of two other Marketing electives

MKT 301 Principles of Marketing
Develops students' understanding of marketing principles underlying the selection and assessment of markets and the development and delivery of products and services.
Prerequisites: MS 110, Econ 101, and Econ 102.
3 Credits

MKT 401 Marketing Management
Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs are affected by the marketing forces that bear on the firm while remaining consistent with the needs of the target market segment.
Prerequisites: MKT 410 and 440.
3 Credits

MKT 402 Sales Management
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts: personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; administrative and strategic decisions of the sales manager.
Prerequisite: MKT 301.
3 Credits

MKT 403 Advertising
Develops students' analytical and decision making skills in media evaluation and selection, creative strategy, campaign planning and evaluation. The course also examines the practical applications of contemporary advertising theory as well as the place of advertising management in successful business operations and in society as a whole.
Prerequisite: MKT 301.
3 Credits

Marketing

MKT 404 Retailing Management
Examines the structure and nature of retailing enterprises. The course places a marked emphasis on analysis and decision making within retailing organizations.
Prerequisite: MKT 301.
3 Credits

MKT 410 Marketing Research
Imparts a basic understanding of up-to-date techniques of marketing research. From the perspective of the user, the course examines research in the context of marketing planning, problem solving, and control.
Prerequisites: MKT 301 and MS 211.
3 Credits

MKT 430 International Marketing
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisite: MKT 301.
3 Credits

MKT 431 Structure of the Communications Industries
Introduces the structure of the communications industries. Within this context, the course develops students' managerial and economic reasoning abilities as well as provides the intellectual basis for the professional practice of communications management.
Prerequisite: MKT 301.
3 Credits

MKT 440 Buyer Behavior
Examines the decision making models of individual and organizational buyers, the nature of various exogenous and endogenous variables that affect decisions and behavior, the measurement of each variable and its significance to the marketer. The courses draws on concepts from economics, psychology, sociology, and anthropology.
Prerequisite: MKT 301.
3 Credits

MKT 441 Public Relations Management
Considers the relationship between public relations and other kinds of communications management. The course examines processes of public relations-public affairs management and offers examples of public relations management in various contexts, including the press and electronic media, government and community agencies, and the private sector.
Prerequisite: Management Core or permission of instructor.
3 Credits

MKT 450 Marketing Strategy
Uses an analytical approach to examine marketing strategy and the interrelationship of marketing strategy, strategic planning, and financial planning. Topics include: the relationship between environmental and demand analysis and marketing strategy; the analytical prerequisites and the different models for strategic marketing planning; the development of a strategic marketing plan.
Prerequisite: MKT 301.
3 Credits

MKT 460 Logistics and Transportation
Examines the logistical functions of inventory control, warehousing, communication, materials movement, and transportation. The course focuses on the individual enterprise level.
Prerequisites: MKT 301 and MS 301
3 Credits

MKT 478 Special Topics in Marketing
Addresses a specific topic of marketing. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Credits

MKT 480 Marketing Internship
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in a CMPS degree program.

MKT 488 Independent Study
Is a student-initiated research project on a marketing topic, supervised by a member of the marketing faculty. The course is open to a limited number of students each semester.
3 Credits

Administrative Officers and Faculty

Office of the Dean

Houston G Elam, PhD, Dean
Patricia L Wilkie, PhD, Associate Dean
Andrea Axelrod, EdM, Coordinator of Internships
Judith A Finkle, MA, Administrative Assistant to the Dean
Beverly Gudanowski, MA, Writing Skills Specialist
Nancy L Kelly, MA, Director of Student Services
Albert C Lefebvre, MEd, Director of Academic Services
Karen Purple, BS, College Advisor

Department Chairpersons

Joseph A McHugh, PhD	Accounting and Finance
Mark A Schlesinger, PhD	Essential Skills
George W Spiro, JD	Management
John C Papageorgiou, PhD	Management Sciences
Gary G Young, MS	Marketing

Faculty

Jonathan F Bard, BS, *Rensselaer Polytechnic Institute,* MS, *Stanford University,* Assistant Professor of Management Sciences

Gunther S Boroschek, MS, *Cornell University,* MA, PhD, *Harvard University;* Professor of Management

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George W Spiro, BS, *Syracuse University,* MS, *University of Massachusetts,* JD, *Syracuse University,* Associate Professor of Management

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Joan C Tonn, BA, *University of Minnesota,* PhD, *University of Michigan,* Associate Professor of Management

Patricia L Wilkie, BA, *Marygrove College,* MA, PhD, *Wayne State University,* Assistant Professor of Management

Gary G Young, BS, MBA, *State University of New York, Buffalo,* MS, *Niagara University,* Lecturer in Marketing

The College of Public and Community Service

The College

CPCS was created with a consciousness that long-term, systemic inequities exist in important aspects of American life: social, economic, racial, ethnic, and sexual inequalities in the availability of needed services, inequalities in educational opportunity, inequalities in job opportunity and professional advancement. Responding to these inequities, especially as they are evidenced within the urban setting, the College focuses on the need to improve public and community services in the metropolitan area.

One of the primary thrusts of the College is to recruit students who are members of communities that have traditionally experienced limited access and inadequate services and to enable these individuals to become both service providers and active participants in the development of their communities. CPCS provides these students comprehensive degree programs which are designed around such community concerns as improved housing, legal services, community planning and advocacy skills, community-based mental health and other human services. With its dual emphasis on providing access to higher education and to careers in public and community service, CPCS hopes to fulfill part of its educational mission— to be a force in the pursuit of social justice in American society.

The goals of education at CPCS are:

1. *For the individual:* competence, purposefulness, self-confidence, empowerment, critical consciousness, capacity to work for change, capacity for life-long learning.

2. *For urban communities:* increased skills and potential for individual community members, more community participation in deciding upon and providing needed services, more development of human and material resources.

3. *For systems for delivering public and community services:* a "new breed" of service providers, an opening and increasing of relevant professions, improvements in the quantity and quality of services.

4. *For higher education:* the development of effective educational methods for urban adult learners, full partnership in the process of improving urban life through the efforts of a "new breed" of educators (teachers/practitioners/activists), the creation of a viable alternative educational system (the competency-based system in use at CPCS).

The Student Community

The College attracts students whose experiences in life and work have already given them essential preparation for careers in public and community service, and whose goals include improving the delivery of services to people in need. CPCS students are a diverse and culturally rich group, representing the racial, ethnic, and social communities which make up the vitality of metropolitan Boston. For such a student population CPCS offers an environment free of class, racial, and ethnic isolation, and rich in opportunities to build awareness of and sensitivity to a multitude of attitudes, ideas, and values.

CPCS students are, for the most part, urban adults: they average in the mid-thirties in age; about 70% come from low-income areas; 60% are women; 30% identify themselves as members of minority groups.

Student Services

A wide variety of services appropriate for an urban adult student population is available at CPCS. These services are provided during both the day and the evening. Among them are Financial Aid Counseling, Career Counseling, Personal Counseling, Day and Evening Care for Children, Disabled Student Services, Health Care Services, Peer Support Groups, Veterans' Services, and a Student Information Center.

The Competency-Based Curriculum

The competency-based curriculum at CPCS seeks to identify the skills and knowledge needed for effectiveness in public and community service. The College defines competence broadly, as an *integration* of technical and professional skills with the critical consciousness and perspectives gained from general education. Students who demonstrate competence at CPCS have shown the ability to *do* something — to put knowledge and principles into practice. Some important features of competency-based education are:

Evaluation of Competence According to Performance Standards Instead of Grading

All students are required to demonstrate competence according to high standards of performance which are defined in advance. Students are evaluated as having successfully demonstrated competence, or are informed by their evaluators as to what further work is needed. There is no grading as such at the College. This standard-centered approach is at the heart of competency-based education: it allows students to focus on individual and group needs, to learn at their own pace, and to work cooperatively toward learning goals.

Academic Policies

The College

A Wide Variety of Learning Options

The College recognizes that learning goes on both in and out of the classroom. Students are encouraged to seek out learning opportunities in a wide variety of settings, such as work sites, community projects, organizations served by volunteers, etc. Sponsored experiential learning opportunities are offered through the following CPCS programs:

The *Office of Field Education* establishes relationships with a number of agencies to develop programs which deal with the problems of urban communities. CPCS faculty and staff work closely with agency principals in defining competencies and providing programs which improve the delivery of services and, at the same time, help workers/students progress toward BA degrees.

The *Community Service Program* provides field projects in which students work in faculty supervised teams to learn and demonstrate competencies as they assist Boston-area community organizations which have requested technical, research, or organizing assistance.

Recognition for Competence Gained Through Prior Learning

The College recognizes relevant prior learning: CPCS offers adults who have had a wide variety of life and work experiences the opportunity to relate their learning to CPCS competencies.

Self-Directed and Self-Paced Learning

Within the limits of distribution requirements, CPCS students shape their own educational programs by achieving and demonstrating competencies central to their own interests in life and their service career objectives. Students may also accelerate the completion of their degree programs by working on any number of competencies beyond the general requirement for a full-time academic load (five Competencies).

Admission to the College of Public and Community Service

In considering applications for admission, the College gives high importance to each applicant's motivation, maturity, and desire to develop the skills and knowledge necessary for effective work in public and community service. All persons seriously interested in careers in this field are welcome to apply.

To apply for admission to CPCS, an individual must:

1. Attend a CPCS Admissions Seminar. Seminars are held every Tuesday, with the exception of holidays, at 9:00 am and 6:00 pm in Room 419 at 100 Arlington Street.
2. Complete the University Admissions Application Form.
3. Complete the special CPCS personal statement form (available upon request or at Admissions Seminars).
4. Submit transcripts from high school and any other colleges attended.

A personal interview is recommended but not required.

For further information about admission to CPCS, call the UMass/Boston Admissions Office (287-8100).

Minimal Academic Progress Policy

1. A full-time student must successfully complete or receive a progress report for five Competencies each semester. (To be considered a full-time student, a student must officially register for at least five Competencies each semester. For a definition of "Competencies," see *Learning Opportunities at CPCS: The Competency Curriculum* below.)

2. A student must complete all Competencies for which progress reports were received within one semester following the semester in which the progress reports were given.

3. Completed Competencies earned in one semester beyond the minimal academic progress requirement may be carried over into subsequent semesters to meet the minimal academic progress requirement.

4. In the event that a student does not fulfill the minimal academic progress requirement, the Associate Dean for Academic Affairs may take one of the following actions:

   a. Recommend an intensive support and service program for the student.
   b. Place the student on academic probation for a one-semester period.
   c. Defer placing the student on academic probation if the student can show that difficulties in making academic progress are due to illness, family hardship, unavoidable conflicts between work and education, or other compelling reasons. Such a deferral would be for one semester only. If the student receiving a deferral does not meet the minimal academic progress policy in the semester following the deferral, he or she will be placed automatically on academic probation.

Learning Opportunities at CPCS: The Competency Curriculum

Academic Policies

Academic probation is defined as a period of one semester, during which the student on probationary status must reach the minimal progress level for that current semester. During the probationary semester, a student does not have to complete the deficiencies of the previous semester, but must meet the requirement of the probationary semester only. Once the student has met the minimal progress requirement, the probationary status will be removed.

If the student is unable to meet the minimal progress requirement after a one-semester probationary period, the Associate Dean for Academic Affairs may recommend to the Dean that the student be withdrawn from the College. If the Dean concurs in this recommendation, the student will be withdrawn.

The cumulative limit for academic probation semesters will be three. If a fourth probationary semester is indicated, the student will at that point be administratively withdrawn from the College, unless the student can successfully petition the Associate Dean for Academic Affairs for an additional probationary semester on grounds specified in Section 4-c above. Any student who fails to meet the minimal academic progress policy after a fourth probationary semester will be automatically withdrawn.

Procedures for Withdrawal and Readmission

There are two types of withdrawal:

a. Withdrawal with clearance for automatic readmission (leave of absence): Such a withdrawal must be approved by the office of the Associate Dean for Academic Affairs. A student with this type of withdrawal may be readmitted in any semester without further processing simply by submitting a notice of intent to return (Application for Readmission). This application must be submitted by June 1 for reentry in the following fall semester and by November 1 for the following spring semester. (Important note: The clearance for automatic re-admission applies only to readmission to CPCS, not to any other College or program of the University.)

b. Withdrawal without clearance for readmission: If a student has been withdrawn without clearance for readmission, his or her readmission application will be processed in the same manner as all new applications to CPCS.

Once the type of withdrawal has been determined by the Office of Academic Affairs, the student must get clearance from the Bursar's Office at the Harbor Campus. A student will not be considered officially withdrawn until this procedure has been completed. Failure to complete this withdrawal process can make the student liable for tuition charges even after he or she has left the University and may seriously jeopardize readmission at a future date. Transcripts will not be released by the Office of Registration and Records until official withdrawal has been completed.

Organization of the Curriculum

Competencies

Students who have demonstrated competence in areas defined by the College are said to have completed *Competencies.* The Competency is the basic academic unit at CPCS.

Certificates

Since the College is engaged in the certification of competence, students who have completed sets of interrelated Competencies are said to have earned *Certificates.*

Centers

Certificate programs are administered by *Centers.* Faculty members working in Centers are responsible for developing Competency statements and Certificate programs, evaluating student demonstrations of competence, providing classroom and field-based learning opportunities, and serving as academic advisors. The five Centers are:

The Applied Language and Math Center (ALM)

The General Education Center (The General Center)

The Community Planning Center

The Human Services Center

The Legal Services Center (The Law Center)

Distribution Requirements

CPCS distribution requirements are designed to provide each student a varied and integrated educational experience. The College awards the Bachelor of Arts degree to students who have:

1. successfully completed an Assessment program conducted by the General Education Center *and*

2. earned Certificates in Reading, in Writing and Speaking, and in Mathematics through the Applied Language and Math Center *and*

3. earned the General Education Certificate through the General Center *or* (in the case of students who entered CPCS prior to fall, 1980) earned five of the nine Certificates offered under the old curriculum of the General Center *and*

4. earned one of the three Career Certificates offered through the Centers for Community Planning, Human Services, and Legal Services *or* earned a Career Certificate by completing a combination of Competencies administered through two or more Centers *and*

5. completed Competencies in an area of independent interest either related to the concerns of a Career Certificate program or to a different area of learning.

The Competency Curriculum

Outline of Degree Requirements at CPCS

No. Certificates required by Center	Certificates	No. Competencies required per Certificate
Applied Language and Mathematics	Reading	5
	Writing/Speaking	5
3	Mathematics	4
General Center		
1	General Education	20
Career Centers	CHOOSE ONE: Human Services Certificate Community Planning Certificate Law Certificate Combined Career Certificate	
1	Alternative Career Certificate	12
College-wide		
1	Independent Interest Certificate	4
6 Certificates	Degree Requirement Totals	50 Competencies

Career Certificates

As the College evolves, new Certificate programs are developed to meet the needs of CPCS students and their communities. At present, Career Certificates may be earned in:

Adult Training and Development

Community Planning

Community Planning and Agency Management

Community Planning and Housing

Gerontology

Human Services

Human Services Advocacy

Labor Studies

Law Work*

Legal Services

Mangement of Human Services

Management of Legal Institutions

Youth Work

* Students not pursuing a bachelor's degree may earn a Law Worker Certificate upon successful completion of the Law program.

The Assessment Program

The Competency Curriculum

Sample Competency Statement

Complete competency statements describe the criteria according to which students are expected to demonstrate competence, and suggest methods of evaluation. Every student entering the College purchases a competency curriculum manual in which all competency statements are set forth in full. (Students must consult this manual before beginning work on the completion of Competencies.) Below is a full competency statement, prepared by the Community Planning Center, to serve as a sample.

Competency Title: Concepts of Community

Rationale: Of fundamental importance for a community planner is the ability to define the community for which the planning is being done. While communities are normally popularly defined, these definitions are sometimes vague and consequently of limited usefulness to the planner. It is possible to define communities in a more explicit way by making use of the various non-spatial perspectives which help determine the boundaries of communities. These are the various social, economic, ethnic and other factors which create the cohesiveness and group identity which is so important in the formation of communities.

Competency: Can recognize and apply various concepts and perspectives used to identify and define communities.

Criteria:

1. Identify a spatial community of between 5,000 and 50,000 people, using officially defined boundaries.
2. Based upon the perceptions of residents, develop a more subjective definition of the community's boundaries and compare this to the officially-based definition.
3. Identify three of the most important non-spatial perspectives by which communities within the chosen area may be defined.
4. Describe the degree to which the boundaries and membership of the community are altered by focusing upon each of the perspectives.
5. Describe the effect which the variations in community definition associated with the various perspectives are likely to have upon the way in which a planner addresses community problems.

Standards:

1. The spatial community chosen must reflect the official view of the community's boundaries as determined by a municipal agency.
2. The municipal department or agency responsible for the spatial community definition must be identified, together with a description of how its community definition reflects its overall responsibilities.
3. Residents' perceptions to be used for the internally-based community definition may be obtained from any number of residents, but the students must know why the sample of residents from whom opinions are obtained is representative.
4. The three community types identified must reflect cohesive groups of residents which are significant in size relative to the overall population of the spatially-defined community.

Self Assessment and Planning for New Learning

A competency-based curriculum such as the one in use at CPCS requires that all students become self-directed learners. Planning and making decisions in one's life, career, and education involve what CPCS calls *assessment skills.* All students entering CPCS enroll in the Assessment Program, which provides a highly supportive environment for planning for and participating in a variety of learning activities. Students will find the skills they achieve through this program helpful as they progress in their College work, as they make short- and long-range plans for learning and career development— and as they continue beyond the completion of the BA program.

The Assessment Program is designed:

1. To introduce students to competency-based education at CPCS.
2. To familiarize students with CPCS requirements for the completion of Competencies, earning Certificates, and completion of the BA program.
3. To assist students in identifying Competencies for which they may receive recognition on the strength of prior learning experiences.
4. To identify areas which require new learning.
5. To develop skills in goal setting and planning.

Students who pass through the Assessment Program complete two Competencies toward the requirements for the General Education Certificate.

Applied Language and Math Center (ALM)

The ALM program is designed 1) to help students assess their competence in reading, writing, speaking and mathematics, 2) to provide needed instruction in and evaluation of those skills, 3) to assist other CPCS faculty in providing instruction and evaluation in those skills wherever appropriate in the context of their CPCS courses, 4) to aid students in improving those skills for use in their workplaces as well as in the College, and 5) to provide a variety of learning opportunities appropriate, in terms of time spent, methods and materials, to the needs of the diverse adult student population.

Therefore, this Center offers full semester courses, mini-courses and workshops, peer tutoring, faculty directed study, and a drop-in "Language Place" where students, faculty, administrators and staff can work on their reading, writing, and speaking skills.

Writing and Speaking Certificate

The Writing and Speaking Certificate program aims at competence by considering both the functions of communications and the audience for communications. The Center encourages students to combine their demonstrations of Competencies in writing and speaking with demonstrations of General or Career Center Competencies, or with work-related speaking and writing tasks.

This Certificate requires five Competencies, at least three of which must be demonstrated in writing and at least one, and no more than two, in speaking.

Related to the Function of the Communication

1. *Advocacy:* Advocate a position on a subject of your choice with the intent of persuading an audience not yet convinced of your position, and summarize at least one position contrary to or different from the one you are advocating.

2. *Analysis:* Analyze a subject systematically (identify its component parts) and draw a valid conclusion from this analysis.

3. *Experiential Communication:* Express your own (or someone else's) personal feelings and/or experiences.

3a. *Writing Information:* Recognize facts as different from opinions, select and organize facts relevant to a particular purpose and presentation.

Related to the Audience for the Communication

4. *Communication of Technical Career Knowledge to a Professional Audience:* Express technical knowledge or ideas in your career area to an audience of professional people who are working in that same area.

5. *Communication of Technical Career Knowledge to a Lay Audience:* Express technical knowledge or ideas from your chosen career area in "everyday" language that is clear to a lay or community audience.

Reading Certificate

Students must demonstrate competence in five areas in order to complete the Reading Certificate. These areas reflect the skills required for professional-level reading.

1. *Survey Reading:* Judge the usefulness of a book encountered for the first time by perceiving the author's purpose, intended audience and point of view.

2. *Library Research:* Become familiar with Boston area library resources and produce an appropriately footnoted paper with a bibliography.

3. *Editing Information:* Edit another writer's presentation of facts so that it conforms to standard English and rearrange that presentation so that its meaning is clear.

4. *Comprehending the Work:* Analyze written work by identifying the parts that make up the whole and determining the function of each part in relation to the whole.

5. *Judging the Work:* Judge the quality of a piece of non-fiction prose or a work of literature by evaluation of the development of the main idea or theme, the use of detail or information, and the author's viewpoint or language in relation to the audience.

Mathematics Certificate

This Certificate requires two Competencies; a third— a double weighted Competency— can be chosen from the remaining three. The two required, Basic Math and Algebra, emphasize a student's ability to solve problems using basic math and algebraic processes. The three advanced Competencies— Statistics, Computer Science, and Public Service Math— reflect math skills and applications necessary to the various professional roles for which the student is preparing. The student is expected to choose an advanced option in consultation with his or her Career / Center.

1. *Basic Math:* Solve mathematical problems relating to the CPCS curriculum and everyday life experiences by using the basic mathematical skills.

2. *Algebra:* Solve problems related to the CPCS curriculum and everyday life by using algebraic skills.

3. *Public Service Math:* (a double Competency) Know the math necessary to do the financial planning, decision-making and record-keeping for a public service agency.

4. *Statistics:* (a double Competency) Use the techniques of descriptive statistics to analyze data and to understand basic concepts of statistical inference.

5. *Computer Science:* (a double Competency) Solve computational or data processing problems by programming and operating a computer.

Instructional Program of the Applied Language and Math Center

The following learning opportunities were some of those which were available during the spring, 1981, semester. Offerings vary each semester.

Language Place

The Language Place, staffed by members of the ALM Center, tutors, and special guests will provide students, faculty, and staff with an opportunity to improve the communication skills of reading, writing, and speaking. We are available to consult with and instruct students and faculty in reading and writing issues that arise throughout the College in each of its Centers. The Language Place will be open on Tuesdays, Wednesdays, and Thursdays, at hours to be arranged. Special events (lectures, workshops, and mini-courses) will be held throughout the spring semester on Fridays and Saturdays.

Applied Language and Math

Some possible forms of learning opportunities that might take place at the Language Place are:

- Working on addressing ALM Competencies by considering work done for other Centers.
- Consulting by staff of the Language Place with students and faculty who wish to arrange for mini-courses or workshops in other Centers on communication issues.
- Working on particular projects or papers in one-to-one or small group settings.
- Getting help with the writing portions of Competencies.
- Being members of writing groups with particular purposes, e.g., writing for fluency, writing grant proposals, or writing through and over writing blocks.
- Attending a variety of courses of differing lengths.
- Attending mini-courses on particular subjects.
- Working on writing beyond competency levels, towards graduate school writing level, or towards the GRE.
- Expanding your writing beyond the world of Competencies and necessities into creative writing, a poetry group, or writing for the sheer pleasure of it.

If you have ideas, requests, or questions concerning the Language Place, please address them to Debbie Sherman at the ALM Center, 7th Floor. The Language Place will be staffed by members of the ALM language faculty (R Rosenmeier, S Lowenstein, and E Steele) and will work closely with the Tutoring Center.

Tutoring Services

Tutoring is offered both for individual students and for small groups:
Competencies to be Addressed: Math Certificate: Basic Math and Algebra; Reading Certificate: all Competencies; Writing Certificate: all Competencies.
Specific Description of Activities: Students will work with CPCS students trained as tutors. A student will be able to have individual sessions with a tutor or to be part of a small groups such as the Math Lab or the Language Lab.
Number of Students to be served: Any CPCS student who wants to work on the Competencies listed with a tutor may sign up outside Rooms 728 and 615.
Relevant Scheduling Information: Tutoring is available morning, afternoon, and evening, Monday through Thursday.

Language Courses

Reading and Writing Information
This six week course will focus on both the Writing Information and the Editing Information Competencies. Students will be helped with Assessment Competencies and/or Competencies in other Centers that draw on these skills. Students will be helped to diagnose their own reading and writing skill needs as well.

Finishing Writing Human Service Competencies
Co-sponsored by the Human Services Center and the ALM Language Place, this series of workshops will help students to complete unfinished Human Services Competencies and demonstrate ALM Competencies at the same time. Each session will focus on a particular area or areas: 1) The whole process of writing a paper; 2) a) library research, b) the introduction and organization; 3) the first draft; 4) supporting ideas with evidence; 5) revising and editing.

Study Skills
Useful for addressing all learning activities which require reading and writing. Two three-hour sessions on how to read information, how to remember it, how to take notes from lectures and books, how to take essay and objective tests.

Speed Reading
Useful for addressing all Competencies which require reading. An opportunity will be provided for those who wish to take the Survey Reading Competency. Using articles which people in the field of public and community service have interest in, this course will provide specific instruction in reading such materials at a variety of rates depending on the difficulty of the material and the purpose of the reader. The thinking skills required for efficient comprehension and retention will be stressed.

Comprehending and Judging Works of Literature
Students will use these two ALM Competencies as the basis for increasing their enjoyment and understanding of literature. At each session, short stories and poetry will be introduced. Students will be encouraged to form a self-study group which will meet between each workshop session to generate issues for discussion about the works.

Writing Scared Workshop
Addresses all writing Competencies.

Remodeling Writing Workshop
Addresses all writing Competencies.

Getting Started Writing Workshop
Addresses all writing Competencies.

Small Writing Groups Workshop
Addresses all writing Competencies.

Math Courses

Applied Mathematics
Assessment-related entry course designed for both new and continuing students. An understanding of basic mathematics is an important ingredient in comprehending our highly complex society. This course is designed to help you meet the Basic Math Competency while simultaneously giving you practice in reading and problem solving. Addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentages will be studied in the context of a variety of applications. Most reading will be from newspapers; there will be some discussion of major new issues with emphasis on the numerical aspects of current affairs. Problem solving will be learned from life or work experience.

Algebra Intensive
This course is designed for those people who have had algebra before and feel they only need a "brush up" course, and for those who have not had algebra but feel they will have no trouble with the subject.

Applied Language and Math

The Algebra of Economics: The Economy of Algebra
In this course, the basic concepts of economics and algebra will be taught together. Economic problems such as inflation and unemployment will be explained through algebraic techniques, while practice in algebra will come through its application to economic problems. Students taking the course will acquire an understanding of and ability to use the basic concepts of algebra and economics. Competencies to be addressed: Math Certificate: Algebra; Political Economy Certificate: Economic Literacy.

Statistics
This course gives students a reading knowledge of statistics and the experience of handling data, and prepares them for the Statistics Competency. The Competency will be demonstrated in two parts: a test and a project. The test will be given at the end of the course and will give the student a chance to demonstrate his or her understanding of statistical concepts as they appear in a variety of published sources. The project will give the student a chance to show that he or she can use some of the knowledge gained in the course to analyze some data that he or she is interested in.

Public Service Math and Financial Records
This course prepares students to function effectively in a public service agency by providing mathematical skills, experience with agency budgets, and an understanding of the basic record-keeping skills necessary for the financial control of such an agency. Competencies to be Addressed: Math Certificate: Public Service Math; Community Planning Certificate: Financial Records.

Computer Science
This course is designed so that the student (1) will obtain an understanding of the operating structure of computing systems; (2) will be able to operate and program a computer using the BASIC (Beginners All-Purpose Symbolic Instruction Code) programming language. Competency to be Addressed: Computer Science Competency. How to Learn the Competency: This course gives students a "hands on" environment for acquiring programming skills and understanding of computing systems. While part of the course will be in the lecture-discussion format, the remaining part of the course will involve the student in programming problems requiring the operation of a computing system. Students in this course will have access to the UMass/Boston CDC Cyber Time-Sharing System.

Adult Training and Development Program

This new program was developed in response to a need expressed by students. These students work in public and community service and are called upon to deal with adults in a variety of settings which require unique teaching skills, and different methods, materials, and programs. Four Competencies form the core of the Adult Training and Development Program. They span the training process from needs assessment to curriculum design through implementation and evaluation procedures. Students in this program learn through regularly scheduled courses, directed study, field placement and/or jobs or community work. Students may elect to complete this program for an Independent Interest Certificate for an alternative career area Certificate, or as part of the newly developed joint Human Services-Adult Training and Development Combined Career Certificate. The following learning opportunities were offered in spring, 1981, in this area.

Advising Workshop in Adult Training and Development
Students will learn about the Adult Training Development career focus. They will be advised about how to set up a portfolio to show prior experience. They will learn about appropriate field settings for working on AT&D. Competencies. Competencies to be Addressed: 1) Designing a Learning Needs Assessment for Adults; 2) Designing a curriculum for Adults: 3) Training Adults; 4) Evaluation and revising a training sequence for adults.

Workshop in Designing a Training Needs Assessment for Adults
This workshop is designed for students who want to learn how to determine learning needs of adults. Students who do not have a field placement in which they can design the assessment should contact the instructors for help in finding an appropriate setting. The format of the workshop will allow students to work individually or in small groups. Students will sometimes do work in class and other times in a field setting. In addition, students will be able to meet with the instructors for help outside the workshop.
Competency to be Addressed: Designing a Training Needs Assessment for Adults.

Workshop in Designing a Training Curriculum for Adults
This workshop is designed for students who want to learn how to design a training curriculum for adults. Students who do not have a field placement for which they can design a curriculum should contact the instructors for help in finding an appropriate setting. The format of the workshop will allow students to work individually or in small groups. Students will sometimes do work in class and other times in a field setting. In addition, students will be able to meet with the instructor for help outside the class.
Competency to be Addressed: Designing a Training Curriculum for Adults.

Directed Study in Adult Training and Development
Students will meet with an instructor and develop learning contracts. Students should make appointments with the instructor.
Competency to be Addressed: Designing and Implementing Training Needs Assessment for Adults; Designing a Training Curriculum for Adults; Training Adults; Evaluating and Revising a Training Curriculum for Adults.

General Education Center

The "Liberating Arts"

The College believes that the primary purpose of a liberal arts education is to free people's minds: to increase consciousness of the deeper meanings of our lives, our work, our communities. As we grow more aware of the meaning of what we do and of the relationships between knowledge and action, our consciousness is liberated and our ability to learn is revitalized.

The College has organized its General Education curriculum in an interdisciplinary form to show the relationships between various fields of knowledge, and to relate these liberating arts to work in public and community service careers.

The General Education Certificate Program

Briefly, the Center Certificate program has the following features: It starts with the student's own experience, involving self-assessment in a number of areas. It calls for demonstration of skills in criticism and argument. It introduces students to the academic disciplines, including ways in which their methods and concepts can be applied. And finally, it engages students in advanced work that results in action projects. Competencies at the advanced level are designed to be applicable in a wide range of content areas.

Completing the Certificate Program

The elements and requirements of the General Education Certificate program are listed below.

Self-Assessment Competencies

The requirement is to complete the *first* Competency listed, plus *any three others*, for a total of *four* in this area.

1. *Who Am I/What Do I Plan to Learn:* Can describe and assess learning gained through experience in social roles, and design a learning plan which describes your initial educational and career goals and how you plan to achieve them.

2. *Observing/Describing:* Can describe, on the basis of observation, a situation involving significant human interaction.

3. *Sending/Receiving Information:* Can analyze one's own communication style as a "sender" and "receiver" of information to determine changes needed to communicate effectively in different situations.

4. *Defining Learning Styles:* Can describe one's preferred learning styles and evaluate their effectiveness, using the principles of learning theory.

5. *Taking a Stand:* Can identify one's own position and explain one's reasons for taking that stand.

6. *Cultural Awareness:* Can identify cultural patterns within your cultural group, explain how you integrated these patterns, and determine how they help or limit your interaction with members of other cultural groups.

7. *Building Social Networks:* Can identify human needs and apply network models in creating and/or analyzing a social network.

Criticism and Argument Competencies

The requirement is to complete *one* of the first three Competencies listed, plus *one* of the last two, for a total of *two* in this area.

1. *Analyzing Arguments:* Can break down arguments into their parts and identify and analyze their structure and adequacy.

2. *Using a Theory:* Can analyze a theory and apply that theory in a specific context.

3. *Analyzing Theoretical Disagreements:* Can analyze a critique of a theoretical position.

4. *Moral Argument:* Can critically assess moral arguments.

5. *Basic Social Criticism:* Can present and evaluate critiques of alternative responses to a social problem.

Applying Disciplines Competencies

The requirement is to complete *any two* Competencies in this area:

1. *Doing History:* Can collect, read and comprehend a variety of historical sources, evaluate their significance and use them to narrate an historical event, problem or development.

2. *Economic Literacy:* Can identify and use economic concepts to describe current economic issues.

3. *Sociological Practice:* Can apply concepts and methods of sociology to facilitate organizational change.

4. *Using Social Psychology:* Can apply methods and concepts of social psychology to the analysis of contemporary issues.

5. *Doing Ethnography:* Can observe and report on events, situations, and accounts of an element of the culture and social organization of a selected group. Can explain the cultural meanings these have for members of the group.

6. *Political Inquiry:* Can apply method and concepts of political science in explaining and interpreting political action.

7. *Marxist Analysis:* Can use the methods and concepts of Marxism to explain an issue or problem.

Advanced Concentrations

The requirement is to complete *two* Advanced Concentrations, each in a different subject area. Each Advanced Concentration requires the demonstration of Competencies in 1) *History*, 2) *Theory*, 3) *Argument and Interpretation*, and 4) an *Action Project*, as follows:

1. *Explaining Historical Change:* Can summarize a sequence of events leading up to an important historical change and explain the major causes of the change.

2. *Evaluating Theoretical Explanations:* Can identify, describe and compare theories or prevalent explanations of a given issue or problem.

3. *Interpretation/Argument:* Can construct and defend an explanation of an issue.

4. *Action Project:* Can act on the basis of a stated argument.

General Education

At present the Center offers Advanced Concentrations in:
a. Law and Social Order
b. Philosophy and Religion
c. Paying for the City
d. Organization and Environment
e. Boston and Its Neighborhoods
f. Women: Work, Family and Sexuality
g. Human Services

In addition, students may work with faculty to design their own Advanced Concentrations.

Note: Students may take Center-approved Urban Studies courses in the College of Arts and Sciences to meet the requirements of designated Advanced Concentration Competencies.

Elective Competencies

The requirement is to demonstrate *any four* additional Competencies by a) combining four Competencies from the Self-Assessment, Applying Disciplines, and Criticism and Argument categories, *or* b) completing a third Advanced Concentration, *or* c) demonstrating the ability to communicate in a modern language other than English about personal circumstances, needs and desires. The four Competencies required for this basic foreign language elective are:

1. *Elementary Understanding:* Can gain sufficient understanding from a spoken or written communication to be able to establish its general topic or theme, as well as the content of a variety of simply worded questions or statements which may be included.

2. *Elementary Speaking:* Can speak well enough to make requests, pose questions, or give directions of an elementary nature, and to pronounce recognizably any word one hears.

3. *Basic Conversation:* Can speak the language in a manner that may be understood by a native speaker and can understand the language spoken by such a speaker.

4. *Basic Reading and Writing:* Can write simple descriptions, explanations or instructions which can be understood by a native speaker and can read material of a similar nature.

Learning Opportunities in the General Center

The following courses and field-based learning opportunities were available in the spring, 1981, semester. Offerings vary each semester.

Explorations in Human Awareness and Interpersonal Communication— an Assessment Related Entry Course
The purpose of the course is to help students increase their current awareness and skills with respect to cross-cultural and interpersonal communications. Students will participate in several exploratory group sessions which relate to experiential learning in regard to cultural issues and interpersonal dynamics. Students will then develop and implement a plan/project to further develop their awareness and skills in accord with the requirements of the competencies.

Analyzing Arguments on Economic Issues
The goals of this course are to assist students in developing the skills required to question and analyze arguments. Economic arguments around such issues as government regulation of industry, taxes, and paying for pollution will be examined. This is a good way to sample political economy and decide whether to pursue it further.

Community People— Assessment Related Entry Course
The goals of this course are to explore both the experience and the concept of "community": to look at how we, as individuals, have been influenced by the communities in which we and our families have lived, and by the ideas about community that we have developed; to learn about other forms of community than those familiar to this society today; to analyze differing concepts of community and arguments about the role of communities in people's lives; to evaluate critically the application (or lack of it) of social science concepts of community to such issues as public housing, urban renewal, "red-lining," and condominium conversion. (Students working on the old General Center competencies might address Social Perception, Attitude Formation, or Ways of Changing Identity from the *Role and Identity* certificate)

Creating an Arts Festival
The goals of this course are to design and carry out an arts festival for the CPCS community to be held the end of April which will introduce people to experiences in doing and appreciating arts. *Additional Information:* Students do not need to be experienced in an art form to participate. It is an opportunity to begin or to extend learning. Participation in classwork and discussion is necessary.

The Uses and Abuses of Social Psychology
The goals of the course are to explore what social psychologists have to contribute to the analysis of contemporary issues; to become alert to the possible mis-uses of social psychological knowledge; to develop skills in analyzing research studies and theories. We shall focus on theory and research about attitudes toward authority/processes of social influence.

Political Protest and Social Criticism
This course will involve readings about the main ideologies of political protest in U.S. History. Students will read texts by and about abolitionists, women's suffragettes, black nationalists, anarchists, socialists, syndicalists, communists, and feminists. Discussion will focus on the political content of these forms of social criticism. Students will also learn about the historical context in which these political protests developed. There will be several films about various dissenting groups.

Strategies for Survival: Continuing to Serve People in Massachusetts
What do we do now? The current national/state climate leaves many people wondering what can still be done to provide services to people who need them. This course will offer a chance to examine the current situation and its implications, as well as to work together to devise strategies for change and resistance. Guest speakers will help us think about what's happening now and we will engage in group projects to help develop survival tactics, such as recipient and worker organizations, self help groups, political coalitions.

General Education

A Shift in Power
A course addressing competencies in the Politics Certificate of the old center curriculum. The focus will be on the shift in Presidential power, drawing on the experience of the recent national election.

Politics American Style
A seminar addressing competencies in the Politics Certificate of the old center curriculum. The focus will be on the workings of elections and the legislative process. Students will have an opportunity to address the Political Inquiry Competency in the new Certificate, as well.

Organization and Change
This course deals with fundamental organizational approaches and theories among different constituencies and an analysis of how organizing effects change among various organizations, to include: labor union organizing, issue organizing, community organizing, political organizing, electoral organizing (campaigns), action organizing.

Conflicts of Responsibility
The commitment to do human services involves assumptions about the nature and extent of our responsibilities to others. In this course we will explore some of the following questions: (1) To what extent are we responsible for other people? (2) Is it ever ethical to help a person against his or her will? (3) Can we help others without imposing our values on them? Is that good? (4) What should we do when we have conflicts among our responsibilities to ourselves, our clients, society? The particular focus of the course will depend upon the interests of the students.

Interpersonal Communications
This course is for *continuing* students who started January 1980 or before *ONLY*. The goal of this course is to work on completing the two competencies from the communications certificate, either based on prior experience or new training.

Understanding Current Economic Events: A Beginner's Guide to Mysteries
The objective of the course is to learn about the economic theories and concepts that will help you understand economic problems facing the country and the world. Subjects will depend upon current economic events, but will include inflation, unemployment and recession. The goal of this course is to provide theory, practice, and discussion via experimental workshops and follow-up sessions which focus on increasing and/or clarifying current skills, developing new skills for better understanding and utilizing knowledge about small group dynamics for practical purposes.

Seminar in Political Economy
The goal of this course is to provide opportunity for students who enrolled in the spring, 1980, semester, or before, an opportunity to complete work on the old Political Economy Certificate. The course will be taught as a seminar with students working on, and reporting on, projects that fit their goals.

Sexism and Racism
This course will explore the intersections of racism, classism, sexism, and heterosexism from a feminist perspective. We will see how these systems of oppression interlock and how they differ from each other, using both readings and consciousness-raising activities. The experience of women of color, as the group which experiences all of these oppressions simultaneously, will be focused upon. We will examine the implications of the third world feminism as a strategic movement for challenging oppressions. Readings include: "Combahee River Collective: A Black Feminist Statement," *Institutional Racism*, Audre Lorde, Adrienne Rich, and Elly Bulkin, as well as articles from current movement publications. A course for both CAS and CPCS students.

Unemployment in America
The goals of this course are to explore how jobs are created and destroyed; to consider the economic and social implications of unemployment; to detail how joblessness undermines an individual's connection to society; to evaluate how unemployment requires coping with a new set of institutions; and to consider the important role of public policy in dealing with unemployment and the problems that are brought on by joblessness. A course for both CAS and CPCS students.

Advanced Project Seminar
This seminar will meet every two weeks and will have two main goals— first, to provide a setting for the evaluation of Action Projects students have *already* done; and second, to help students fit those projects into General Center advanced concentrations to be designed individually. By the end of the semester, students should have done the following: 1. Completed the Action Project competency for one advanced concentration; 2. Presented a report on the Project to the seminar, either orally or in writing. 3. Presented a written proposal for the completion of the other competencies that would make up the advanced concentration— including a bibliography and approval from at least one faculty member who will agree to provide advice and evaluation on the concentration. 4. Participated in the critical evaluation of other students' project reports and concentration proposals. 5. Where appropriate, formed teams with other students working on related concentrations, for mutual help, support and criticism.

Advanced Concentration: Women's Studies
This course will serve as the basis for an advanced concentration on women's position in the workplace and in the family. Students will explore the change— or lack of change— in the ways women have viewed themselves and have been thought about and treated by others from the nineteenth century to the present. The course will begin with the status of women from the time of the American Revolution and then will focus on work, sexuality, and the family during two periods, 1810-1860 and 1930-1980. On the basis of this material, the course will address the questions: (1) Why have women been unequal for so long? (2) What sorts of changes would bring about equality for all women, white women and women of color, working-class and middle-class women? Learning activities will be planned for next fall to help students learn with two other competencies— Interpretation and Argument and Action Project. Some examples of action projects are helping to organize a battered women's shelter, doing affirmative action organizing in an office, giving a lecture on the importance of ERA etc., etc.

General Education

Advanced Concentration: Marriage, Family and Culture
Marriage and the family are universal in human societies, but the specific forms of these institutions, and the ways in which they operate, vary according to the culture of the group. The goals of this course are to examine the nature of marriage and family in our own experience, and in selected other cultures; to trace and explain historical changes in marriage and family patterns, in terms of changing social contexts; and to evaluate the utility of different theories which purport to explain the similarities and differences in forms of marriage and the family. Also within the course this semester students will consider ways of gaining and demonstrating competence in Interpretation and Argument and in an Action Project that will enable them to complete this advanced concentration in the fall or at some later date.

Advanced Concentration: Global Village
The goals of this course are to examine the history and development of communications through mass media systems, with a principal focus on broadcasting in the United States. The past 50 years will be the time period explored. The student will be expected to read the assignments, write theme papers, watch television, and develop a course project. Helpful prior competence: Survey reading, editing information, writing information, some prior work in communications and criticism and argument.

Advanced Concentration: Social Welfare: Theory and Ethics
This study group will provide an opportunity for students to work together to design an advanced concentration in social welfare which is focused on the issues involved in creating and sustaining community-based models for meeting individual needs and improving the quality of collective life. We shall begin work on the concentration by: 1. sharing experiences we have had in the community-based settings; 2. identifying theoretical issues that are relevant to a variety of settings; and, 3. examining historical changes in definitions of the society's responsibility to individual members. On the basis of prior experience and current interests, students will select specific historical topics and theoretical approaches for detailed study. Working individually or in small groups, students will prepare annotated bibliographies on their topics and share what they have learned with the study group.

Advanced Concentration: Political Economy
This concentration will start off with involvement in an Action Project related to the City's fiscal problems. Possible action projects: 1. Monitor and intervene in the revaluation process of the City of Boston. 2. Lobby the state legislature to increase aid to cities. 3. Develop materials to educate citizens on the City's budget. Related to the Action Project, the History competency work will focus on the political and economic forces which will have created the fiscal crisis in the cities. The Theories and Explanations will explore both political and economic frameworks which explain why cities have been abandoned and political economic concepts which would guide us in developing a more effective way to preserve our cities. The specific focus will be on Boston but the learning will be relevant to other American cities as well.

Beginning Spanish I
The goal of the course is to assist the student in learning Latin American Spanish. Emphasis is on speaking and listening rather than on reading and writing and on the basic language patterns and vocabulary needed to answer simple questions and conduct simple interviews in public and community service settings. Students should expect to spend a second semester to reach the level required by the two competencies of Level I, and an additional two semesters if they want to acquire the complete certificate.

Intermediate Spanish I
The goal of this course is to assist the student in learning Latin American Spanish. After a review of the language structures and vocabulary with which the student is assumed to be familiar, the course will be devoted to reinforcing and enlarging on those skills and shaping them to be of specific use in public or community service settings. Students should normally expect to spend one more semester to reach the level required by the Certificate. Necessary prerequisite: The prior course at CPCS or the equivalent in knowledge and skills.

Observing and Describing How People Teach and Learn in Schools
at: *Campbell Resource Center, 1216 Dorchester Ave., Boston (Dorchester), MA.* In this course students will be assisted in developing skills of observation, writing and communicating. Topic builds on students' understanding of living and teaching styles.

Ethnic Origins, Public Schools and Change
Using the example of the development of Boston, and especially the history of Boston's schools, students will be asked to describe the process of historical change and to identify a theory of history which would explain changes. Special attention will be given to the experience of immigration in developing Boston's communities and the impact of ethnic changes on schooling.

Workshops and Special Group Activities

Learning to Learn
These workshops are designed to give students an opportunity to assess and explore individual learning styles.

How Do I Learn? How Can I Learn Best for Me?
In this course, students will identify ways in which learning was reinforced in their families and schools, reflect on learning experiences in which they were successful and in which there were problems, study theory about adult learning, set goals for future learning, and discover ways to deal with learning problems like math anxiety or distraction or fear of evaluation.

Building Social Networks
This course is designed to provide an opportunity for students to network with each other based, primarily, on life and work experience outside of CPCS. In a series of workshops students will create a mechanism through which referrals and networks can continuously form.

Workshops in Small Group Dynamics
To provide theory, practice, and discussion via experimental workshops and follow up sessions which focus on increasing and/or clarifying current skills, developing new skills for better understanding and utilizing knowledge about small group dynamics for practical purposes.

Community Planning Center

The Community Planning Certificate Program

The Community Planning Certificate program is designed to provi education and evaluation for individuals who are, or expect to be, involved in planning the improvement of important services and facilities for the benefit of small to medium-sized communities.

The skills in which students are trained are intended to be useful i planning for the needs of an urban neighborhood, a small municipality, or a particular population group, such as the elderly, youth, or the mobility-impaired. The employers of students who have earned the Certificate might be community-based service agencies, community groups organized around one issue or many issues, or offices of a municipal government charged with community development coordination or with responsibility for addressing the special needs of a particular neighborhood or population.

The program may be used to specialize in planning for particular kinds of services or facilities, such as housing, social services, or transportation, but there is no requirement that the student specialize in any one area.

An additional goal of the program is to foster in the student an awareness of, and a capability to analyze, the political and value dimensions of his/her participation in the community planning process.

Earning the Certificate requires the demonstration of twelve Competencies. Choice and flexibility are provided within each Competency through the many different community settings whic may be used, the various issue areas which may be emphasized, a the various ways in which skills may be acquired and demonstrate

The program emphasizes direct, first-hand involvement in community planning situations through organized projects of the Community Services Program and through the use of prior and present community or professional situations.

Extensions of the Community Planning Program

The Center for Community Planning also provides evaluation of a instruction in additional professional skills in the areas of Agency Management and Housing. Skills in these areas may be applied in area of Independent Interest, thereby extending the 12 Competen career program into what amounts to a 16 Competency program. These Competencies are also available for inclusion in student-generated combined Career Certificates.

Completing the Certificate Program

Career Certificate Competencies

The following Competencies must be completed by students earning the Certificate in Community Planning:

1. *Concepts of Community:* Can recognize and apply various concepts and perspectives used to identify and define communities for planning purposes.
2. *Community Description:* Can prepare a detailed and comprehensive description of a specific community.
3. *State and Federal Programs:* Can identify and describe state and federal programs affecting a particular community.
4. *Needs Analysis:* Can identify and analyze community needs within the larger context of community issues.
5. *Planning Models and Theories:* Can analyze the process used in the development of a plan for an urban community.
6. *The Role of the Community Planner:* Can identify and evaluate the responsibilities of, and constraints upon, a community planner.
7/8. *"Plan Making": Planning Process and Decision-Making:* Can develop a plan addressing a problem or set of problems faced by a neighborhood or community.
9. *Community Impact Assessment:* Can assess the impact on a community of an action by a public agency, private agency, or private developer; can assist the community in planning alternatives to the proposed action.
10. *Funding Strategies:* Can systematically plan a funding strategy for a community program.
11. *Grant Development:* Can develop a fundable proposal for a community based program.
12. *Evaluation Design:* Can identify the basic issues involved in program evaluation and plan evaluation procedures for community-based programs.

Extensions of the Community Planning Certificate into areas of Independent Interest

Community Planning/Agency Management*

Basic group of 12 Community Planning Competencies plus 4 Agency Management Competencies, as follows:

1. *Financial Records*
2. *Personnel Practices*
3. *Community Relations*
4. *Evaluation Implementation*
   or
   Financial Management

Community Planning/Housing*

Basic group of 12 Community Planning Competencies plus 4 Housing Competencies, as follows:

1. *Housing Terms and Concepts*
2. *Housing Design/Site Evaluation*
   or
   Rehabilitation Analysis
3. *Housing Finance*
4. *Housing Operations*
   or
   Housing Consumer Law

*At present, students wishing to use the above titles on their BA degrees must petition the Certificate Council for approval.

Community Planning

Agency Management Competencies

1. *Financial Records:* Can develop a basic system of financial records and reports for a community-based agency.
2. *Personnel Practices:* Can develop a staffing and personnel system which reflects the unique needs of a particular community-based agency.
3. *Community Relations:* Can develop a plan to obtain neighborhood, community, and board support for a community-based agency.
4. *Evaluation Implementation:* Can apply advanced principles of evaluation to carry out and analyze program evaluations in community-based agencies.
5. *Financial Management:* Can use basic concepts of financial management to carry out a major financial task for a community-based agency.

Housing Competencies

1. *Housing Terms and Concepts:* Can recall the definitions of basic terminology and the meaning of basic concepts in the field of housing.

2. *Housing Design and Site Evaluation:* Can devise a housing program and prepare a design scheme for a site and evaluate the conditions of the site as to their effect on the design scheme.

3. *Rehabilitation Analysis* (A&B required): A) Can explain the provisions of a Housing Improvement Program to a homeowner and make a preliminary assessment of the owner's ability to undertake improvements on his/her house. B) Can analyze the physical condition of a residential building and describe the condition to the owner.

4. *Housing Development Finance* (A&B) required): A) Prepare a mortgage loan application for a proposed housing development where the apartment distribution and landcosts are established. B) Describe the purpose of the following loan closing documents: a note, mortgage, regulatory agreement, building loan agreement, construction contract, title insurance policy, and builders' risk insurance policy.

5. *Housing Operations:* Prepare a budget and operating plan for a housing development.

6. *Housing Consumer Law* (2 out of 3 required): A) Advise tenants of their legal rights and how to exercise and defend them. B) Advise homebuyers and/or homeowners of their legal rights and how to exercise and defend them. C) Assist individuals in filing complaints or seeking redress for housing problems from public agencies.

Note:

The above Competencies are also available for use in developing combined Career Certificates.

Learning Opportunities in Community Planning Center

The following courses and field-based learning opportunities were available during spring, 1981, semester. Offerings vary each semester.

The Question of Community
This course attempts to stimulate thinking about various kinds and definitions of community; to define one community from the viewpoints of a variety of roles: planner, resident organizer, social service worker, candidate for political office; to gain awareness of the cultural perspectives on community brought by differing racial and ethnic groups.

Evaluating Community Agencies
This course will assist students in designing evaluations of community programs; evaluation proposals will be based on measurable objectives and take into account principles of research design.

Anatomy of a Community
This course will assist students in learning how to do social investigation of a small community or neighborhood, including defining the community's major physical, economic, historical, social and political characteristics. Weekly reading assignments, class discussions and field exercises will be offered.

The Carter/Reagan Transition and 2½: Impact on State and Federal Programs
This course will examine government programs for communities in the light of recent political changes as well as the interconnection of the defense budget and domestic programs. Specific federal and state programs in such areas as transportation, community development, environmental protection and human services will be discussed, as well as the differences among income maintenance, revenue sharing and categorical grants. To complete the competency students should participate in class, complete readings and write a paper.

Personnel: Making or Breaking a Community Agency
This course will help students learn how to devise a comprehensive personnel system to meet the needs and goals of a community agency.

Financial Management for Community Agencies
This course will enable students to develop knowledge of basic records necessary for agency financial management, procedures for budgeting and controlling finances, external regulation imposed by state and federal government, and to develop skills to handle major financial management tasks. Work can be counted toward partial completion of Public Service Math competency.

Funding Community Agencies
This course will be taught by the Director of the Alliance for Community Youth Development and Director of the World of Work Program at the Boy's Club of Boston. Resource materials and practical advice will be offered on both grass roots fund raising and writing grants. Students will work on their own projects or use case studies provided.

Human Services Center

Community Planning

Writing Grants
This course will be offered at Boston City Hospital and taught by staff of the Office of Environmental Affairs. Focus will be on grant writing for environmental projects but students may also work on ideas of their own choosing.

Funding Strategies
This two session workshop is designed primarily to assist students in obtaining some basic information and references for working independently on the Funding Strategies competency. The workshop is appropriate for students who need this competency to graduate but cannot attend the scheduled morning course; for students who have some background in fund raising but need additional information; or for students who can work well independently once given an orientation and resources to utilize.

Community Relations
This workshop is designed to give students a brief but comprehensive overview of the competency and to provide resource materials for students to use while working on their own. The workshop is open to students both with and without experience in community and board relations. Students without experience may need 1-3 further individual meetings.

Assessing Community Needs— Community Service Program Field Project
Students will work together with a faculty supervisor to assist a community organization or group of community organizations in assessing the need for a particular community service activity. Topic areas under consideration for the project include: a look at barriers to energy conservation and weatherization for low income home owners and renters; employment skills and needs of persons in a particular area of Jamaica Plain undergoing economic re-development; or the need for anti-displacement legislation in Boston around the issues of vacancy de-control and condominium conversion. A combination of classroom and field work will be required. Additional competencies will be worked out depending on the student's learning plan and the aspects of the project undertaken by the individual.

Community Planning Apprenticeship— Community Service Program Field Project
The project is designed to develop a wide range of community planning skills necessary to analyze complex community issues in order to help a community organization identify, advocate and plan for needs of their community. Students are working in teams with the Chinatown Housing and Land Development Task Force and are continuing from the fall semester. Completion of Concepts of Community and Community Description competencies helpful.

Directed Study and Evaluation of Prior Experience in Management
This course is designed to aid students with prior experience or course work in one or more of the management competencies to demonstrate their competence and to gain additional knowledge to complete parts of the competencies not gained through use of prior experience.
Competencies to be addressed:
Community Planning or Management of Helping Services: Personnel Practices, Funding Strategies, Grant Development, Financial Records, Financial Management, Evaluation Design, Evaluation Implementation, Community Relations.

The Human Services Certificate Program

The Human Services Certificate program is designed generically to reflect the basic skills and knowledge needed by all workers in the human services. As students gain competence in the basics, they can begin to specialize according to their interests and career goals. The program concentrates on skills needed to work with individuals, groups, and families within various settings. These settings include services for the mentally retarded, day care centers, drug programs, services for the elderly and other populations needing human services.

The Human Services Certificate requirements are organized to achieve a balance of knowledge and "hands on" practice as well as general and specialized knowledge and skills.

Completing the Certificate Program

The Human Services Curriculum

The Human Services Certificate program is divided into three parts. Each part combines knowledge and skill areas.

Part I includes those areas which are basic to a career in human services. It includes knowledge about: the range of human conditions which are defined by our society as social problems— and how society has responded to them; human development theories about how individuals and groups change. The basic skills of observation, interviewing and reporting information are in this part of the program.

Part II includes knowledge about the family and how it functions; specific theories of development; the experiences of particular populations or age groups. Basic skills of carrying out an intervention are addressed in this part of the program.

Part III consists of an in-depth study of one specific life stage or a particular social problem along with Competencies emphasizing specialized skills in applying theory to particular methods of intervention.

These are the distribution requirements for the 12 competencies required for the Human Services Certificate:

5 Competencies from Part I
2 Competencies from Part II
3 Competencies from Part III
2 additional Competencies selected from Parts II or III

Human Services Competencies

Part I (All required)

1. *Society's Problems/Society's Responses:* Can describe how human problems are identified as social problems and assess the response of human services to these problems.

2. *Human Development:* Can describe and explain the developmental changes which occur in people over the life span, taking into account internal and external influences as well as specific developmental theories.

3. *Collecting Information: Observation and Interviewing:* Can use observation and interviewing techniques to collect relevant information about individual or group behavior.

4. *Reporting Information: Developing a Case Report:* Can develop a written case report based on information obtained through observation and interviewing.

Human Services

5. *Models of Change:* Can describe and compare the major models for attitudinal and behavioral change.

Part II (1 and 4 required)

1. *Basic Intervention:* Can carry out an intervention with a client or group of clients in a field setting.

2. *Family Interaction:* Can describe the dynamics of family relationships and the socializing influences of family, school and peers.

3. *Theories of Development:* Can defend the choice of a particular theory in comparison with others from the same area of development and use it to analyze a sample of behavior.

4. *Research: Issue and Methods:* Can critically evaluate research reports in an area of professional interest.

5. *Testing: Issues and Methods:* Can judge the appropriate uses of major educational and psychological standardized tests.

6. *Comparative Group Membership Experiences:* Can compare the socializing experiences of different population groups.

7. *Negotiation:* (Law Certificate Competency)

8. *Influencing Administrative Agencies:* (Law Center Competency)

Part III (1 or 2 required, plus 2 additional Competencies)

1. *Life Stages:* Can analyze a case history in terms of the developmental changes and issues for a particular life stage.

2. *Analysis of a Social Problem:* Can analyze from a historical perspective the origins and societal responses for a specific social problem and describe current methods of intervention.

3. *Interventions with Individuals:* Can use a specific approach to effect change with an individual.

4. *Interventions with Groups:* Can use a specific approach to effect change with a small group and can evaluate your effectiveness as a facilitator.

5. *Preventive Educational Programs:* Can implement a preventive educational program with a family, group, agency, or community.

Learning Opportunities in the Human Services Center

The following courses and field-based learning opportunities were available during the spring, 1981, semester. Offerings vary each semester.

Society's Problems, Society's Responses
This course is essential to all entering Human Services students since it provides an introduction to the Human Services curriculum. The goals of the course are to explore a variety of ways of looking at phenomena which the society has designated as social problems and to examine the methods developed by the human service system to address these problems.

Collecting and Reporting Information
This course will explore the different types of interviews and help students choose types appropriate to situations. Emphasis will be on developing students' observational and interviewing skills. Students will carry out a self-assessment of their skills as they relate to the Competencies. The course will integrate individual and group learning plans.

Models of Change
The goal of the course is to explore the process by which people change their behavior, attitudes and feelings. A number of theories about that will be examined.

Basic Intervention
The focus of this course is to provide students with a basic understanding of the intervention process. It will help students evaluate their role as "helpers." Students will carry out a self-assessment of their skills in relation to the Competency. The course will integrate individual and group learning plans.

How We Become
The course will help students to analyze how some specific human behaviors came into being. Brief descriptions of some personality and cognitive theories of development will be considered.

Theories of Personality
The goals of this course are to develop an understanding and critical analysis of personality theories through group discussion of assigned readings, individual presentation of a theory and an evaluation project. Completion of Part I of the Human Services Certificate and demonstrated reading and writing competence is necessary for successfully meeting the competency requirements.

Testing: Issues and Methods
The goals of this course are to understand the general principles underlying testing and to develop a critical understanding of the implications of the use of tests and test results. Completion of Part I of the Human Services Certificate and demonstrated reading and writing competence is necessary for successfully meeting the competency requirements.

Consumer's Guide to Social Research
The course will focus on concepts in research and how to evaluate social science studies.

Releasing Personal Power
This course provides three learning opportunities:
1) Theory: how interactions between individuals can release personal power through an understanding that individual behavior is a response to experience. 2) Practice: a *required* 8 week intervention with an individual, and 3) class time supervision of the intervention. This is an advanced competency, and it is *strongly recommended* that students have completed Basic Interventions, Models of Change, and Human Development.

Teen Age Culture
The focus of the course will be an exploration of the psychosocial aspects of development among teenagers. We will examine this development through multi-cultural perspectives.

Linguistic and Cultural Racism: Barriers in Human Services
This course will look at barriers and their effect on the delivery of human services.

The Older Years: Issues of Old Age in America
This course will look at the problems and concerns of the elderly in their stages of development and examine their roles as members of the greater American society.

Research Methods on Elderly Issues
The course will center on a project in which students will be involved in collecting information on issues of concern to the elderly.

Legal Services Center

Human Services

Field-Based Courses:

Systems Approach to Family Interaction

Discovering Adolescence

Research: Issues & Methods in Mental Health

Small Groups

Working with Groups

Workshop Activities (Special Programs):

Understanding Families (Family Interaction)
This three part workshop will focus on two aspects of the family: 1) family or socializing agent, and 2) family dynamics, specifically, how family members' experiences are transformed into behaviors.

Bilingual/Bicultural Sensitivity Workshop
Planning and implementing a program for sensitizing the CPCS community to the culture, needs, and strengths of bicultural/bilingual human service workers.

The Center

The purpose of the Law Center is to improve the quality and decrease the cost of legal services. Our primary focus is the preparation of law workers for a wide variety of law jobs. In addition to education and training we are concerned with the development of career lines for law workers. As a result, we are involved in encouraging the most economical and effective development of law workers and other law professionals, including the invention of new organizations to provide legal service primarily through law workers.

Law Center courses are offered twice, once in the morning, once in the evening. We assume that a student devoting full-time to the effort can complete the program in one school year. Competencies can be gained in courses, on the job, in a volunteer placement, or through independent study. Most students in the Law Center complete the Law Certificate as part of their BA degree. A limited number of places are also available for students who wish to complete only the Law Certificate.

The Legal Services Certificate Program

The program has been designed to reflect those skills and understandings which are most used by law workers (sometimes called paralegals) in the public sector. Job roles might include: interviewing and investigation in law offices; advocacy for consumers, juveniles, the handicapped, or some other group; administration in any public agency; counseling or advocacy in some branch of the criminal justice system (parole, probation, diversion programs, etc.); research and evaluation of legislation.

Legal Services Competencies

To earn a Certificate, students must complete twelve Competencies. Starred Competencies are required.

*1. *Administrative Agencies:*
Can obtain from an administrative agency information describing how it makes most of its rules, and the procedure by which it conducts its adjudicatory hearings.

*2. *Access to Legal Institutions:*
Can identify at least one substantial problem that seriously affects the ability of people to gain access to, and to exercise rights in, courts or administrative agencies; can analyze that issue/problem; and can describe at least one solution that could improve access.

*Choose one of 3, 4, or 5.

3. *Making Facts:*
Can make and develop a set of facts that will most effectively support a case.

4. *Court Procedure:*
Subcompetency One: *Trace A Case:* Can obtain information from a Massachusetts District Court about each important step in the progress of a case.

Subcompetency Two: *Court Watching:* Can observe a court proceeding, describe its content, and identify its participants and purpose.

5. *Court Politics:*
Can analyze ways in which courts are a part of the political process.

Legal Services

6. *Influencing Administrative Agencies*
A student will be able to design a plan to change a decision already made by an administrative agency.

*7. *Legal Reasoning:*
The student will demonstrate the ability to interpret statutes and regulations, analyze cases, analogize and distinguish precedent.

*8. *Legal Research:*
The student will be able to utilize the materials in a law library to find and then to explain the relevant legal authority and precedent for a given problem(s).

*9. *Research Analysis:*
The student will be able to research and analyze a legal problem for which there is conflicting or vague precedent.

*10. *Substantive Law:*
Can describe the major sources of law and rulings from an era of substantive law; can analyze the outcome of legal problems based on the application of that law to fact patterns typical of that area.

*11. *Negotiation:*
Can prepare for and conduct a negotiation. Can also analyze the strengths and weaknesses of your performance.

12. *Interviewing:*
Determine the goals of an initial client interview, conduct the interview, and evaluate the results of the interview.

13. *Investigation:*
Determine the goals of the investigation, identify potential sources of the information needed, gather the information and report and evaluate the results.

14. *Administrative Advocacy:*
To present a final oral argument at an adjudicatory administrative hearing and to prepare for obtaining testimony from witnesses (friendly and hostile) at that hearing; and to evaluate the effectiveness of your preparations and actual advocacy performance.

15. *Community Legal Education:*
Can plan, in coordination with a community agency or community group, an educational program involving the law.

16. *Mediation and Arbitration:*
Can prepare for and conduct a conciliation. Can analyze the strengths and weaknesses of your performance.

*Choose one of 17-20

17. *Implementation of Law:*
The student can gauge the effects of legal acts by comparing the expressed intent of a rule of law with the ways in which it is carried out by the appropriate governmental agencies.

18. *Ethics of Role:*
To demonstrate an ability to reason with ethical standards, both your own and those imposed by legal professional groups; and to evaluate the enforcement of ethical standards.

19. *History of Law:*
Trace the development of a law or legal institution.

20. *Values in the Law:*
A student will analyze or describe the values or fundamental assumptions which are reflected in a legal rule or legal institution.

*21. *Legal Strategy*
Develop a strategy for resolving a problem presented by a client which can be resolved in an adjudicatory administrative or court hearing.

Note: The Certificate program is being re-designed to include options stressing legislative process and labor law.

Learning Opportunities in the Law Center

The following courses and field-based learning opportunities were available during the spring, 1981, semester. Offerings vary each semester.

Negotiation
This course teaches the uses of power and leverage in a one-to-one negotiation setting. By repeating role play drills, in class and out, students will work with progressively more complex techniques of persuasion. While using various forms of power, the student will become sensitized to the ethical problems inherent in such use. Alternative ways of coping with these ethical problems will be discussed. The course will also serve as introduction to the Law Certificate, focusing on Negotiation and Ethics of Role as specific entry competencies.

Legal Writing

Lab in Advanced Legal Writing

Legal Reasoning
This course attempts to develop in students two interrelated skills: the first is the ability to reason with the law— to search out the "meaning" of statutes and cases, to challenge regulations, and to work with the interplay of "facts" and "rules"; the second is the ability to find, analyze, and effectively utilize relevant legal research materials. A related goal is to encourage clear and well organized writing as well as reasoning.

Administrative Officers and Faculty

Legal Services

Legal Research
This course introduces students to the resources of a law library, the mechanics of statutory, case law and regulation research and the forms of accurate citation.

Administrative Agencies
This course will assist the student in acquiring the necessary skills and procedures for obtaining information from administrative agencies, with emphasis on their policy and decision-making mechanisms and their adjudicative hearing procedures.

Courts
The course will introduce the student to the procedure of civil and criminal trial courts, to some aspects of the rules of evidence, and to the ways of discovering and using "facts" for presentation in courts and administrative hearings.

Income Law for the Aging, the Poor, and Those Getting Poorer
The course will take up problems in areas in substantive law selected from those used in the actual representation of clients by the Community Advocates Law Office (such as unemployment, Supplemental Security Income, bankruptcy, utilities, consumers, Aid to Families with Dependent Children, General Relief, Social Security, but not all of these). This course is mandatory for any student wishing to enter the Community Advocates Law Office and important background for anyone involved in advocacy for low income people.

Legal Advocacy
This course will teach advocacy skills and how to use them in an administrative agency hearing.

Community Legal Education
This course is intended to develop skills and insights necessary for enabling students to plan effective legal education programs with community groups and agencies.
Field Related Learning Opportunities Appropriate to Gaining Competencies: Work with community group dealing with legal issues; development of workshops, forums, newsletters, etc., on subjects relating to law with a community group or agency.

Juvenile Law
This course will familiarize students with the substantive law, court and administrative procedures involved in resolving problems for juveniles. The kinds of issues to be discussed will involve schools and learning, families and custody, delinquency and the police. The laws to be covered include Special Education (Chapter 766), Children in Need of Service (CHINS), Criminal Law and Care and Protection.

Community Advocates Law Office
The course will assist students in preparing themselves to work as paralegals, through group classroom study and through actual participation, under supervision, in representing actual clients with general income maintenance problems, such as consumer problems, unemployment compensation, bankruptcy, welfare, etc. Learning will be accomplished through group training sessions as well as through the practical experience of working on actual cases. Some Competencies may be demonstrated through actual observation and evaluation during work in the law office; others require additional presentations, written or oral.
Field Related Learning Opportunities Appropriate to Gaining Competencies: This is a combined field placement and classroom program.

Office of the Dean

Murray Frank, PhD, Dean
Robert Garofalo, EdD, Acting Associate Dean for Academic Affairs
Ann O'Malley, BA, Acting Associate Dean for Academic Support
Mary Ellen McDonough, BA, Assistant Dean for Administration
Marsha Rhea Gordon, Assistant Dean for Academic Affairs
Sandra Warren, Assistant Dean for Academic Support
Barbara Buchanan, EdM, Director of Field Education
Marcia P Crowley, BA, Director of Career Planning
Eleanor Johnson, MA, Director of Counseling

Center Directors

Rosamond Rosenmeier, PhD, Applied Language and Math Center
Michael Stone, PhD, Center for Community Planning
Patricia Jerabek, MA, General Center
Gary Siperstein, PhD, Center for Human Services
David Matz, JD, Law Center

Faculty

Margaret Barmack, BA, *Radcliffe College,* MA, *Boston University,* JD, *Northeastern University,* Visiting Assistant Professor
Scott Bass, BA, MA, PhD, *University of Michigan,* Associate Professor
Joan Bolker, BA, *Radcliffe College,* EdD, *Harvard University,* Lecturer
Harold R Bronk, Jr, BA, *Hofstra University,* STB *Berkeley Divinity School & Karl-Eberhards Universitaet,* Associate Professor
Quentin Chavous, BA, MA, PhD, *Ohio State University,* Associate Professor
William Clark, BA, MA, *University of California, Santa Barbara,* MA, *Clark University,* Assistant Professor
Frank Davis, BA, *Franklin and Marshall College,* MS, *University of Massachusetts at Amherst,* Assistant Professor
Carroy Ferguson, BA, *Bowdoin College,* MA, PhD, *University of Rochester,* Assistant Professor
Patricia Fleming, AB, *Radcliffe College,* MA, PhD, *University of Rochester,* Assistant Professor
Marilyn Frankenstein, BS, MA, *Brooklyn College,* Assistant Professor
Phyllis Freeman, BA, *State University of New York, Binghamton,* JD, *Northeastern University,* Associate Professor
Robert Garofalo, BA, *Yale University,* EdD, *Harvard University,* Assistant Professor
Mauricio Gaston, B Arch, *Princeton University,* MCP, *Massachusetts Institute of Technology,* Assistant Professor
James Green, BA, *Northwestern University,* PhD, *Yale University,* Associate Professor
Jean Griffin, BA, MEd, EdD, *Temple University,* Associate Professor
Philip Hart, BA, *University of Colorado,* MA, PhD, *Michigan State University,* Assistant Professor
Nancy Hoffman, BA, MA, PhD, *University of California, Berkeley,* Associate Professor
Richard Hogarty, BA, *Dartmouth College,* MGA, *University of Pennsylvania,* PhD, Princeton University, Professor
Bradley Honoroff, BA, JD, *Harvard University,* Associate Professor
Lucy Horwitz, BA, *University of Colorado,* EdM, *Tufts University,* PhD, *Massachusetts Institute of Technology,* Assistant Professor

Faculty

Patricia Jerabek, BA, *Wilson College,* MA, *Northeastern University,* Assistant Professor
Elizabeth Johnson, BA, *University of Massachusetts at Boston,* Lecturer
Carla Brooks Johnston, BA, *College of Wooster,* MA, *Andover Newton Theological School, Lecturer*
Sandra Kanter, BA, *University of Connecticut,* MCP, *University of Pennsylvania, PhD, Massachusetts Institute of Technology,* Assistant Professor
Marie Kennedy, AB, *University of California at Berkeley,* MArch, *Harvard University,* Assistant Professor
Sharyn Lowenstein, BA, *University of Massachusetts at Amherst,* MA, *Northeastern University,* Assistant Professor
David Matz, BA, *Brandeis University,* JD, *Harvard University,* Associate Professor
William Moss, BA, *University of Massachusetts at Boston,* Lecturer
Ruth Nickse, BS, MA, PhD, *Cornell University,* Associate Professor
Paul Pezzella, BS, MA, *Suffolk University,* MA, *Clark University,* Lecturer
Margaret Rhodes, BA, *Stanford University,* PhD, *Brandeis University,* Associate Professor
Paul Rosenkrantz, BS, *Springfield College,* PhD, *Clark University,* Professor
Rosamond Rosenmeier, BA, *Mount Holyoke College,* MA, *Radcliffe College,* PhD, *Harvard University,* Associate Professor
Debora Sherman, BA, *Barnard College,* MS, *State University of New York, Buffalo,* EdD, *New York University,* Associate Professor
Gary Siperstein, BA, *Pennsylvania State University,* PhD, *Yeshiva University,* Assistant Professor
Ormond Smythe, BA, *Antioch College,* EdM, EdD, *Harvard University,* Lecturer
Emilie Steele, BA, *Barnard College,* Lecturer
Victoria Steinitz, BA, *Tufts University,* MA, *Cornell University,* PhD, *Harvard University,* Lecturer
Michael Stone, AB, *University of California at Los Angeles,* PhD, *Princeton University,* Associate Professor
John Strange, BA, *Duke University,* MA, PhD, *Princeton University,* Professor
Clark Taylor, BA, *dePauw University,* BD, *Evangelical Theological Seminary,* MCRP, PhD, *Rutgers University,* Associate Professor
Carole Upshur, AB, *University of Southern California,* EdM, EdD, *Harvard University,* Assistant Professor
Miren Uriarte, BA, *University of Florida,* MSW, *Boston College,* Assistant Professor
Elaine Werby, BA, *Beaver College,* MSW, *Boston College,* Assistant Professor
Ann Withorn, BA, *Florida State College,* MA, *Harvard University,* PhD, *Brandeis University,* Assistant Professor

Graduate Studies

Graduate Studies at the University

The University of Massachusetts at Boston offers eight graduate-level programs. At present, Master's degrees are awarded in: American Civilization, Biology, Chemistry, Critical and Creative Thinking, English, History, Mathematics, and Applied Physics. Students may pursue special tracks of study in several of the graduate programs. Students in the History program may pursue Archival Methods or Historical Archaeology; students in the Biology program may pursue Applied Marine Ecology; students in the Mathematics program may pursue Computer Science. Each program is characterized by a distinguished faculty, small classes, and excellent facilities. Classes offered in the late afternoon make graduate study at UMass/Boston particularly attractive to those who work in the Greater Boston community. Selected graduate courses are also offered during the summer. Graduate study is part of the University's commitment to serve its students— to satisfy their special needs and varied interests. To fulfill this commitment, more programs— some with a multidisciplinary focus— are being planned. Ready for implementation in the near future are the following three programs: Master of Arts in Applied Sociology, Master of Arts in Liberal Studies, and Doctor of Philosophy in Environmental Science.

Admission to Graduate Programs

All graduates of institutions of recognized standing who hold Bachelor's degrees are eligible to apply for admission to Graduate Studies. Admission to Graduate Studies does not automatically indicate approval of candidacy for an advanced degree. Such candidacies are subject to specific requirements defined by the individual graduate programs. Graduate program directors must approve all degree candidacies.

Applicants can be admitted to Graduate Studies as: *Degree-Seeking Students* fully qualified to pursue studies toward graduate degrees; or as *Special Graduate Students* not admitted to a graduate program but allowed to enroll in graduate-level courses.

General Admission Requirements

1. A minimum cumulative grade point average in undergraduate work of 2.75.
2. A Bachelor's degree or the equivalent from any college or university of recognized standing.
3. Official transcripts of all previous work (graduate and undergraduate).
4. Three letters of recommendation from persons in the field of the applicant's academic major at the institution most recently attended. An applicant who last attended an academic institution more than five years before applying may, with the approval of the program for which application is made, substitute other references.
5. Submission of Graduate Record Examination (GRE) scores, if available, for both aptitude and advanced tests. (Some programs require these scores; see individual program admission requirements.)
6. Acceptance by both the graduate program for which application is made and the Associate Provost for Graduate Studies.

Note: For a complete statement of general admission requirements and of additional requirements for foreign applicants, as well as information about application procedures, refer to the "Admissions" section at the head of this catalog.

Student Expenses

Fall, 1981, tuition for graduate students who are residents of Massachusetts is $55.80 per credit, up to a maximum of $558.00 for the semester. Spring, 1982, tuition for residents is $65.20 per credit, up to a maximum of $652.00. Fall, 1981, tuition for non-resident graduate students is $167.50 per credit, up to a maximum of $1,675.00 for the semester. Spring, 1982, tuition for non-residents is $175.20 per credit, up to a maximum of $1,752.00. (Tuition charges are subject to change.) Graduate assistantships and other forms of financial aid are available. *For complete information, refer to the "Tuition, Fees, and Payments" and "Financial Aid" sections of this catalog.*

Master's Degree Requirements

The basic requirements for the Master's degree are given below. Students should consult the individual program descriptions for further requirements. Refer to the *Graduate Handbook* and the *Typing Guidelines for Master's Theses and Doctoral Dissertations* for further information on pursuing and completing a program of study. These two publications are available from the Graduate Program Director of each graduate program.

1. Each degree candidate must earn at least thirty graduate credits. Up to six credits of grade B or better may be transferred from other institutions with the consent of the graduate program. Twenty-one of the thirty credits must be in the major field. Up to six credits may be counted from upper division undergraduate courses with the consent of the graduate program.
2. The thesis and general examination may or may not be required by the graduate program, but, if required, they shall be under the supervision of a committee recommended by the program. The thesis committee will consist of members of the faculty chosen with the approval of the Associate Provost for Graduate Studies, and should be appointed as soon as possible after the student's first graduate registration. As soon as the student arrives on campus, and prior to the appointment of a thesis committee, an advisory or guidance committee should be appointed for the student from among the members of the faculty. Once the student has selected his or her thesis topic, the guidance committee may serve as the thesis committee, although the memberships of these two committees are not necessarily the same. No more than ten credits may be earned by means of a thesis.

   The thesis must be approved by all members of the thesis committee and the Graduate Program Director, and reviewed by the Associate Provost for Graduate Studies. The general examination (not limited to the thesis) is conducted by an examining committee of at least three members of the faculty. A majority of the members of the examining committee must recommend the awarding of the degree. If a student offers a thesis, special problems courses shall be limited to six credits.
3. All foreign language requirements for the Master's degree are optional with the program.
4. Course credits used by any student for fulfilling the requirements for a Master's degree may not be used by the student for fulfilling the requirements for any other Master's degree at this University.

American Civilization

Faculty

Irving H Bartlett, PhD, Brown University, *Biography*; *Intellectual History* (*American Civilization Program*)

Francis L Broderick, PhD, Harvard University, *20th Century American History*; *Law and Justice* (*History Department*)

Thomas N Brown, PhD, Harvard University, *Immigrant and Cultural History* (*History Department*)

Laura Cooper, MA, Arizona State University, *Director, Institute for Citizenship Education* (*Institute for Learning and Teaching*)

Robert A Corrigan, PhD, University of Pennsylvania, *Literature and Culture*; *Minority Studies* (*English Department*)

Mary Anne Ferguson, PhD, Ohio State University, *American Literature*; *Women's Studies* (*English Department*)

Frances Fergusson, PhD, Harvard University, *Architectural History and Theory, 18th and 19th Centuries* (*Art Department*)

Edwin Gittleman, PhD, Columbia University, *Colonial and Romantic American Literature*; *Afro-American Literature* (*English Department*)

George Goodwin, PhD, Harvard University, *American Political Parties, Legislatures* (*Political Science Department*)

Seymour Katz, PhD, Harvard University, *American Literature*; *Culture Theory* (*English Department*)

Shaun O'Connell, PhD, University of Massachusetts/Amherst, *Modern American Fiction, The Novel* (*English Department*)

Franklin Patterson, PhD, Claremont Graduate School, *Technology and Media Studies* (*Political Science Department*)

Richard Robbins, PhD, University of Illinois, *American Social History, The New South* (*Sociology Department*)

Rosamond Rosenmeier, PhD, Harvard University, *American Poetry, 17th-20th Century* (*College of Public and Community Service*)

Lois Rudnick, PhD, Brown University, *American Literature and History, 19th and early 20th Century* (*English Department*)

R Timothy Sieber, PhD, New York University, *Community Studies*; *Socialization and Education*; *Urban Anthropology* (*Anthropology Department*)

Suzanne Spencer-Wood, PhD, University of Massachusetts/Amherst, *Historical, Urban and Industrial Archaeology*; *Method and Theory*; *Public Archaeology* (*Anthropology Department*)

James Turner, PhD, Harvard University, *American Intellectual History*; *Victorian Culture* (*History Department*)

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

The American Civilization Committee will offer admission to the program to those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will include:

1. a distinguished undergraduate transcript with generally at least an average of B or 3.0 in appropriate courses;
2. a statement by the applicant (of 800 to 1,200 words) of his or her major interests in the advanced study of American Civilization. While not required, the submission of Graduate Record Examination aptitude scores (verbal and mathematical) is highly recommended.

The Program

The Master of Arts Program in American Civilization is directed to professionals in education and government, to community leaders and organizers interested in the history and traditions of American culture, and to all able students interested in a deeper understanding of their own society. The broad purpose of the program is to provide the intellectual tools, theoretical background, and practical information which will enable participants to respond positively to the needs, obligations, and opportunities of American citizenship in the years ahead. We aim at a complex interpretation of civilization in the United States which does justice both to the particular divisive forces and to the major unifying symbols in the American experience.

Summer Institute For Citizenship Education

A cooperative endeavor between the John F. Kennedy Library and the University of Massachusetts Institute for Learning and Teaching, this program offers six graduate credits which may be applied toward the MA in American Civilization.

Degree Requirements

Candidates for the MA Degree in American Civilization must satisfactorily complete 30 credits of graduate work including a Final Project. The curriculum is built around a Core of three courses: The Idea of the Nation (6 credits); American Concepts of Citizenship and the Individual (6 credits); Citizenship, Democracy and Future Change (3 credits). Elective courses may be drawn from a large number of graduate and advanced undergraduate courses in history, literature, art, government, and the social sciences.

Am Civ 601 The Idea of the Nation
Mr Brown
A study of the development of American nationalism from 1775 to 1865 which will focus on the evolution of the concept of "The Union." The student will study the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

American Civilization

Am Civ 602 The Idea of the Nation
Mr Brown
A study of the emergence of the modern American nation-state from 1865 to the present. The course will focus on the influence of a national political economy and of periodic war in the development of the modern American nation. The student will study the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 603 American Concepts of Citizenship and the Individual
Mr Bartlett
How did the "participant civic culture" that we associate with American democracy develop? The course concentrates on the individual's role in politics and society and traces the development of citizenship and national character (what it means to be an American) from the colonial period to 1860. Topics to be discussed include Puritan communalism, the relationship between American freedom and American slavery, contrasting assumptions regarding the individual in the Declaration of Independence and the Constitution, and the tension between morality and citizenship.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 604 American Concepts of Citizenship and the Individual
Mr Katz
What happened to "participant civic culture" as the nation's character changed under the impact of immigration, industrialization, urbanization, depressions, wars, and increasing centralization of power in the federal government, and as the nation's culture changed in response to such developments in the natural and social sciences as Darwinism, Marxism, Freudianism, and the development of the theory of culture? The second half of the course, like the first half, concentrates on the individual's role in politics and society, and traces changes in the nature and conception of citizenship during the years from the Civil War to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 605 Citizenship, Democracy and Future Change
Mr Patterson
The course will examine specific examples of technological, economic, and social change in modern America and the world. The first topic for discussion will be 19th and 20th century attitudes towards technology as seen in the books of Edward Bellamy, William Morris and Elting Morison. The second will be persistent long range trends in demographic change, urbanization, bureaucratization, and direct action politics. The third will be divergent scenarios for the American future which policy makers must consider today. Actual planning documents such as the recent *Global 2000 Report to the President* will be used wherever possible.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
3 Credits

Am Civ 690 Seminar in American Civilization
Staff
An advanced course in interdisciplinary research on selected topics relating to American history and culture.
Prerequisite: Graduate standing.
Disc 3 hrs weekly
3 Credits

Am Civ 696 Independent Study
Staff
An advanced course of independent reading in some aspect of American history or culture with the approval of the instructor and the Director of the Graduate Program.
Prerequisite: Graduate standing.
Disc 2 hrs weekly
3 Credits

Am Civ 697 Independent Study
Staff
An advanced course of independent readings under the guidance and subject to the examination of the instructor.
Prerequisite: Graduate standing.
Hrs to be arranged
3 Credits

Am Civ 698 Final Project
Staff
A substantial research paper or applied project. The project may deal with a substantive problem in the history of American Civilization or it may be related to the student's practical experience (e.g., a curriculum project, the history of a community service undertaking or institution, a proposal for more effective citizen participation in a matter of substantial public concern). The project will be determined in consultation with the student's advisor and must be approved by the advisor and two other faculty members involved in the program.
3-6 Credits

Biology
Applied Marine Ecology

Faculty

Kamaljit Bawa, PhD, Punjab University, *Plant Ecology*

Ruth Bennett, PhD, Tufts University, *Neurophysiology*

John Ebersole, PhD, UCLA, *Marine Ecology*

John A Freeberg, PhD, Harvard University, *Plant Morphogenesis*

William Hagar, PhD, Temple University, *Photosynthesis*

Bettina Harrison, PhD, Boston University, *Immunology and Ultrastructure*

Jeremy Hatch, PhD, Duke University, *Animal Behavior and Ecology*

Lawrence Kaplan, PhD, University of Chicago, *Archaeological Botany*

Christine Armett Kibel, PhD, University of London, University College, *Neurophysiology*

Herbert Lipke, PhD, University of Illinois, *Biochemistry*

Charles Puccia, PhD, Massachusetts Institute of Technology, *Ecosystems Analyst*

Michael Rex, PhD, Harvard University, *Marine Ecology*

Fuad Safwat, PhD, Washington University, *Plant Morphogenesis*

Ruth Schmitter, PhD, Harvard University, *Algal Biology*

Edna Seaman, PhD, University of Illinois, Urbana, *Molecular Genetics*

Claire Van Ummersen, PhD, Tufts University, *Developmental Biology*

Nevin Weaver, PhD, Texas A&M, *Biology of Insects*

Richard White, PhD, Washington University, *Vision Physiology*

Garrison Wilkes, PhD, Harvard University, *Plant Genetics and Evolution*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

Applicants to the program in Biology must submit Graduate Record Examination scores, including a score for one advanced test.

An applicant is expected to have a grade point average of 3.0 in all undergraduate science and mathematics courses. The stated interests of a prospective student must coincide to an acceptable degree with faculty specialties represented in the program. The Biology Graduate Committee is responsible for reviewing applications and for recommending candidates to the Associate Provost for Graduate Studies.

The Biology Program

The Biology Program is designed to accommodate students of various backgrounds who wish rigorous training leading to the Master of Science Degree. The program consists of two tracks: Biology and Applied Marine Ecology.

The Track in Biology

The track in Biology allows the student to concentrate in one or more areas: botany, cell biology, marine ecology, physiology, or population biology. With the help of a faculty advisor, a cohesive course of study is designed from among the wide variety of research and study interests of the departmental faculty. The student may choose a program of study with thesis designed to provide competency for teaching, research, or further study. Another option is a program with a library research project designed to meet the needs of a generalist. Under either option students may gain valuable experience through supervised participation in the teaching of undergraduate laboratory courses.

The Track in Applied Marine Ecology

The track in Applied Marine Ecology is a flexible program that will provide professional training in the principles and methods of ecology, and managerial and program planning skills necessary for those entering business, government, and consulting firms.

Emphasis will be placed on the application of fundamental principles of ecology to the use and protection of environments and populations, particularly in the marine biosphere. Students entering the program with a background in basic evolution and ecology will move directly into a core curriculum involving course work on marine ecosystems, theories of community structure, scientific writing and sampling methods, and data analysis. They will then have the opportunity to specialize in one of three areas: Ecosystems Ecology, Physiological Ecology and Marine Microbiology.

Facilities

The department's modern facilities support a broad spectrum of research interests normally found in the biological sciences. There are special, well-equipped research laboratories for graduate courses with amino acid analyzers, computer facilities, controlled temperature growth chambers, electron microscopes, electrophysiological equipment, high-speed and refrigerated centrifuges, spectrophotometers, and scintillation counters. In addition ample field equipment, boats, a greenhouse, salt water tanks and other support facilities are available for enhancing studies in marine, aquatic and terrestrial environments.

The campus is located on Boston Harbor, and therefore one type of marine environment is readily accessible. Arrangements can be made for the use of the marine facilities and laboratories on Nantucket Island and at Gloucester. Through the cooperation of the Waltham Field Station of the University, the Program has facilities for large plantings of botanical materials. There are other institutions in the area with which the Program has informal arrangements through which some rather specialized facilities can be made available if they are needed.

Degree Requirements

Thirty credits are required for the Master's degree in both tracks: Biology and Applied Marine Ecology.

Each student will be assigned to a three-member advising committee which will be responsible for insuring that the candidate for a degree fulfills all requirements of the Biology program and the Office of Graduate Studies. Graduate students may select courses at the 600 level or above, subject to the permission of the instructor. Students who choose to write a thesis will have a thesis advisor and must

Biology

enroll in Biol 699 (Thesis Research). All other students are required to take Biol 698 (Projects in Biology). In addition, all students must take at least one semester of Biol 650 and Biol 651 (Scientific Communication I and II), as partial fulfillment of Master's degree requirements.

All Master's candidates must take a general oral examination which will not be limited to the thesis topic. A student writing a thesis will be required to submit a thesis outline to the thesis committee for approval at least three months prior to the Master's oral examination.

All 600-level courses with the exception of Nos. 698 and 699 are open to advanced undergraduates who meet prerequisites and have permission of the instructor.

Biol 602 Plant Physiology
Staff
Current developments in plant physiology, morphogenesis and bio-chemistry.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 604 Biology of Cities
Staff
Aspects of the origin and development of cities relevant to human biology, food, air, water, energy, waste, and flow of those resources into and out of cities.
Prerequisite: Introductory Biology.
3 Lect-Disc Hrs and additional field trips
3 Credits

Biol 610 Ethnobotany
Staff
Review of studies on plant use by primitive societies in historic and prehistoric times. Ordinarily offered in conjunction with Biol 613.
Prerequisite: Biol 105, 220 (recommended) and permission of instructor.
2 Seminars or Tutorial Hours
2 Credits

Biol 612 Advanced Cell Biology
Staff
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 613A Archaeological Botany
Staff
Laboratory tutorial: Recovery, identification and analysis of macroscopic remains, pollen and spores from archeological and geological deposits; interpretation of the data derived and their botanical, archeological and paleoecological applications.
Prerequisite: Permission of instructor; Biol 610 or equivalent will be required (number of credit hours will be determined by prior consultation with instructor).
3 Lab-Disc Hrs Per Credit
2-5 Credits

Biol 614 Advanced Cell Chemistry
Staff
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 618 Evolution Under Domestication
Staff
The origin, evolution and phylogenetic relationships of domesticated and semi-domesticated plants and animals; the influence of cropping and herding on natural floras and faunas of the world.
Prerequisite: Biol 241, 242 or equivalent and permission of instructor.
3 Lect Hrs and Saturday Field Trips
3 Credits

Biol 622 Concepts and Methods in Cytology
Staff
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: Permission of instructor.
Hrs by arrangement
3-5 Credits

Biol 624 Algal Physiology
Staff
Examination of current research areas in algal physiology, selected from such topics as algal nutrition, chromatic adaptation, symbiotic relationships, control of planktonic sinking rates, secretion of specialized products (polysaccharide, carbonate, silica), and control of sexuality.
Prerequisite: Biol 211 and 324 or equivalent or permission of instructor.
2 Lect Hrs, 1 Sem Hr
3 Credits

Biol 625 Insect Biology
Staff
The physiology and biochemistry of insects, emphasizing those adaptations that have made insects the most successful group of animals. The laboratory portion of the course will stress the morphology, diversity and classification of insects.
Prerequisite: Biol 211, 240 and 371 or equivalent.
3 Lect Hrs
3 Credits

Biol 630 Natural History of Marine Invertebrates
Staff
Examination of convergent and divergent ecological, behavioral and morphological adaptations of marine organisms in different habitats. The course will draw heavily on the resources of Boston Harbor. The first half of the semester consists of lectures and demonstration laboratories; the second half includes weekly field trips. The first half of the course will be indoor lectures— 3/wk— and demonstration laboratories— 1 Hr/wk. The second half will have 1-2 lectures/wk and one 4 Hr field trip/wk.
Prerequisite: Biol 211, or 234, 341, 342 or equivalent and/or permission of instructor.

Biol 632 Advanced Evolution
Staff
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, ecological genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
Hrs by arrangement
3 Credits

Biol 638 Advanced Ecology
Staff
Concentration on important concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K- selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial will provide opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biol 341, 342 or equivalent or permission of instructor.
2 Lect Hrs, 1 Disc Hr
3 Credits

Biology

Biol 642 Biogeography
Staff
A study of geographical distribution patterns in plants and animals, including historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biogeography theory, the population genetics and evolutionary strategies of colonizing species. Lectures by instructor, one discussion session per week, independent research by students that will be presented to the class in seminar form.
Prerequisite: Biol 341, 342 or equivalent. Some knowledge of statistics and calculus highly recommended.
3 Credits

Biol 643 Behavior Ecology of Seabirds
Staff
Adaptations of seabirds to the marine environment with particular reference to breeding biology and feeding strategies; other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by arrangement
2-5 Credits

Biol 644 Marine Botany
Staff
The systematics and ecology of marine plants, with emphasis on the algae. The current literature is employed to delineate unsolved problems.
Prerequisite: Biol 211 or 341 and Biol 241 or 242 or equivalent and/or permission of instructor.
4 Credits

Biol 645 Ecological and Evolutionary Aspects of Plant-Animal Interactions
Staff
Ecological and evolutionary aspects of plant-animal interactions. Coevolution of plants and animals will be examined in an ecological context. Interactions to be examined include pollination, seed predation, herbivory and grazing. The role of these interactions in the regulation of community structure will be discussed. Although emphasis will be on tropical communities, alpine, temperate, and desert communities will also be covered.
Prerequisite: Biol 341 or equivalent or permission of instructor.
3 Lect Hrs
3 Credits

Biol 646 Pollutants in Marine Food Chains
Staff
Examination in depth of the entry of selected pollutants into the oceans, their movements, distribution and effects within marine organisms. Where possible, case studies from New England will be used.
Prerequisite: Organic Chemistry, Physiology, Ecology, and permission of instructor.
Hrs by arrangement
2 Credits

Biol 650-651 Scientific Communication I & II
Staff
Two-semester course required of all graduate students in Biology during their first year. Develops skills in library research and clear technical writing.
2 Sem Hrs and mandatory attendance at Biology Department seminars
2 Credits

Biol 660 Seminar in Developmental Biology
Staff
Current problems in developmental biology; molecular and cellular differentiation, and pattern determination.
Prerequisite: Biol 211 and permission of instructor.
3 Sem-Disc Hrs
3 Credits

Biol 662 Photobiology
Staff
The photochemical reactions that occur in biological systems. Major topic areas are: properties of light energy, utilization of light energy by photosynthetic organisms, mechanism of visual transduction, photochemical triggering mechanisms for developmental processes.
Prerequisite: Permission of instructor.
3 Lect Hrs
3 Credits

Biol 666 Seminar in Neurobiology
Staff
A consideration of the structure, function and development of sensory receptors, neurons and muscles.
Prerequisite: Biol 211 or equivalent and/or permission of instructor.
3 Lect Hrs
3 Credits

Biol 670 Tissue and Organ Culture
Staff
Methods of plant and animal tissue and organ culture with special emphasis on problems of differentiation and morphogenesis *in vitro*. Introduction of certain techniques now used in plant protoplast culture and for hybridization of somatic cells in plants and animals will be presented. Provisions will be made for independent projects during the course.
Prerequisite: Permission of instructor.
1 Lect Hr, 6 Lab Hrs
3-4 Credits

Biol 672-673 Directed Readings in Biology
Staff
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by arrangement
1-3 Credits

Biol 680 Methods in Comparative Biochemistry
Staff
Analysis of tissues and subcellular particulates from microorganisms, plants, invertebrate and vertebrate animals to reveal physiological differences and evolutionary trends as expressed by chemical differences. The use of chromatography, spectrophotometry, tracer methodology and chemical derivation for the analysis of tissues and organelles isolated by dissection and differential centrifugation. Techniques for cell disruption and sampling will be presented along with instruction in the operation of equipment for the separation, purification and identification of tissue constituents.
Prerequisite: Permission of instructor.
6 Lab Hrs, 2 Credits
9 Lab Hrs, 3 Credits

Biol 691 Advanced Ethology
Staff
Examination in depth of topics in the biological study of behavior-ethology with particular reference to communication and the evolution of social behavior. There will be lecture-discussions and lab exercises, also field trips.
Prerequisite: Biol 211 and 341, or Psych 265, or equivalent, and permission of instructor.
Hrs by arrangement
2-6 Credits

Biol 692 Advanced Physiology
Staff
In depth experimental studies of two or three selected areas of organismal and cellular physiology, focusing on sensory and nervous systems and membrane transport. Provisions will be made for independent projects during the course. One weekly seminar plus one weekly lab meeting. Usually offered in the spring.
Prerequisite: Biol 216, 372 or equivalent, Organic Chemistry, Physics, and permission of instructor.
1 Sem Hr; 3-4 Lab Hrs
3-4 Credits

Chemistry

Biology

Biol 697 Concepts in Modern Biology
Staff
A field of biology of current interest is examined in detail.
Prerequisite: Permission of instructor.
Hrs by arrangement
2-5 Credits

Biol 698 Projects In Biology
Staff
A substantial written report based on library research or an original project such as curriculum design, design of teaching aids and exercises, critique of a book or theory, etc. No more than 6 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester. Biol 698 and Biol 699 are mutually exclusive.
Hrs by arrangement
6 Credits

Biol 699 Thesis Research
Staff
Substantial laboratory or field research resulting in a master's thesis. This course may not substitute for Biol 698 (these two courses are mutually exclusive). No more than 10 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester.
Hrs by arrangement
10 Credits

Biol 720 Cell Ultrastructure
Ms Harrison, Ms Kibel, Ms Schmitter, Mr White
Concepts of cell ultrastructure and methods of electron microscopy.
Prerequisite: Graduate standing and permission of instructor.
Hrs by arrangement
3-5 Credits

Faculty

Joseph S Alper, PhD, Yale University, *Theoretical Chemistry*

Jean-Pierre Anselme, PhD, Polytechnic Institute of Brooklyn, *Synthesis and Mechanisms of Organic Nitrogen Compounds*

Ernest I Becker, PhD, Western Reserve University, *Organometallic Compounds—Phytobiologically Important Compounds*

Robert L Carter, PhD, University of Kansas, *Structural Studies of Inorganic Solids by Infrared and Raman Spectroscopy*

Robert I Gelb, PhD, University of Wisconsin, *Chemistry of Electrode Processes and of Solution Equilibria*

Daniel A Laufer, PhD, Brandeis University, *Synthesis and Properties of Biomolecules, Polymeric Reagents*

Thomas N Margulis, PhD, University of California, Berkeley, *X-Ray Crystallography of Drugs and Natural Products*

Lowell M Schwartz, PhD, Massachusetts Institute of Technology, *Physical Properties of Oxocarbons, Statistical Treatment of Data*

Hans van Willigen, PhD, University of Amsterdam, *Application of Spin Resonance in the Study of Structure and Dynamics*

Chi-Hua Wang, PhD, St. Louis University, *Chemistry of Free Radicals in Solution*

Walter E Weibrecht, PhD, Cornell University, *Equilibrium Studies of Transmination of Silylomines*

Leverett J Zompa, PhD, Boston College, *Chemistry of Transition Metal Complexes*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

The Chemistry Program will recommend admission for those applicants who present evidence of their ability to do graduate work with distinction. Such evidence normally will include:

1. A distinguished undergraduate transcript with at least an average of B or 3.0 in undergraduate Chemistry courses.
2. Graduate Record Examination scores (aptitude and advanced tests). The submission of GRE scores by graduates of American colleges or universities is not required but is highly recommended. GRE scores are *required* for applicants with degrees from foreign institutions.

The Program and Facilities

The Master's degree program will serve graduate students with interests in applied chemical research as well as students with interests in some interdisciplinary, chemistry-related fields. The degree requirements are flexible in order to allow a student to take as many as half of his/her graduate courses outside of chemistry and to enable him/her to submit a thesis in a tangential area. We envisage candidates working in such widely diverging fields as laboratory research, chemical economics, history of chemistry, biological chemistry, and chemical writing and editing. All candidates for the degree of Master of Science are required to take one graduate chemistry course in each of the three areas of Synthesis, Structure,

Chemistry

and Dynamics. These courses, which cut across the traditional boundaries of organic, inorganic, analytical and physical chemistry, are designed to give students of diverse backgrounds and with diverse aims a broad overview of the recent advances in chemistry. Three elective courses will allow the student to specialize in a field of his/her choice. Thus students aiming toward a research-oriented PhD degree may take a maximum number of chemistry courses and elect to work on a research project.

This flexible program is designed for recent graduates as well as people having positions in high schools, community colleges and industry who are seeking advancement by extending professional training. Attempts will be made to make scheduling arrangements for those who must study part time.

The Department of Chemistry is housed in the spacious, air-conditioned Science Building at the Harbor Campus. Facilities include laboratory space for the research of fifteen faculty members, a science library, and glassblowing, machine and electronic shops.

Research facilities presently available include:

- Numerous uv, vis and ir spectrophotometers
- an ORD/CD and laser Raman spectrophotometer
- nuclear magnetic resonance equipment
- electron spin resonance equipment
- a fully equipped laboratory for X-ray crystallographic studies
- instruments for flash photolysis
- a tunable dye laser
- electroanalytical and radiochemistry equipment
- analytical and preparative gaschromatographs
- extensive computing facilities
- atomic absorption spectrometers

Degree Requirements
The candidate is required:

1. To take six one-semester courses of which one is to be in *each* of the areas of Dynamics, Structure, and Synthesis (4 credits per course). All students *must* successfully complete (B or better) Chem 601, 611, and 621 in order to become degree candidates.
2. To participate in a seminar program. This requirement includes the oral presentation of two (2) seminars.
3. To submit and defend an original contribution (thesis) in chemistry or in a chemistry related field (10 credits maximum).

The elective course can be selected from course offerings of other departments in the University subject to the approval of the Chemistry Graduate Committee.

For graduation the candidate needs a minimum of 30 graduate credits. Up to six credits of grade B or better may be transferred from other institutions subject to the approval of the Chemistry Graduate Committee.

Chem 601 Chemical Dynamics I
Staff
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the Graduate Chemistry Program or permission of instructor.
Hrs by arrangement
4 Credits

Chem 602 Chemical Dynamics II
Staff
Three or four selected topics of interest to students and staff involved. Typical subjects: molecular transport processes and the Kinetic Theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 611 Chemical Structure I
Staff
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 612 Chemical Structure II
Staff
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 615 Topics in Physical Chemistry
Staff
Topical discussions, each based on elementary principles of physical chemistry and progressing toward recent developments in the field. Open to graduates and advanced undergraduates.
Prerequisite: Chem 341 and 369, or equivalent.
3 Lect Hrs
3 Credits

Chem 621 Chemical Synthesis I
Staff
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
4 Credits

Chem 622 Chemical Synthesis II
Staff
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
3 Credits

Critical and Creative Thinking

Chemistry

Chem 653 Polymer Chemistry
Staff
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerizations reactions and their mechanisms. Why and how polymers are tailor made will be exemplified. Polymer chemistry as an interdisciplinary and as a unique area of chemical science will be stressed.
Prerequisite: Chem 254 or 256, or permission of instructor.
Hrs by arrangement
3 Credits

Chem 655 Topics in Organic Chemistry
Staff
Topical discussions of selected topics of current interest in organic chemistry. Open to graduates and advanced undergraduates.
Prerequisite: Chem 254 or 256, or equivalent.
3 Lect Hrs
3 Credits

Chem 658 Medicinal Chemistry
Staff
This graduate and upper level professional course presents principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous system; b) acting on the cardiovascular, hematopoietic and renal systems; and c) those acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the *United States Pharmacopeia* and the *National Formulary*. Syntheses of important compounds in the various categories are presented.
Prerequisite: Chem 254 or equivalent.
Hrs by arrangement
3 Credits

Chem 670 Topics in Inorganic Chemistry
Staff
Topical discussion of selected topics of current interest in inorganic chemistry. Open to graduates and advanced undergraduates.
Prerequisite: Chem 370, or equivalent.
3 Lect Hrs
3 Credits

Chem 690-691 Readings in Chemistry
Graduate level readings in various areas of Chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement
1-5 Credits

Chem 695-696 Independent Study
Study of a particular area of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement
1-10 Credits

Chem 699 Master's Thesis
Open to degree candidates.
Hrs by arrangement
1-10 Credits

Chem 791 Seminar I
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
1 Credit

Chem 792 Seminar II
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by arrangement
1 Credit

Faculty

Edmund Beard, PhD, Columbia University, *Public Policy Formation and Implementation* (*Political Science Department*)

Augusto Blasi, PhD, Washington University, *Developmental Psychology, Adolescence, and Personality* (*Psychology Department*)

Lawrence Blum, PhD, Harvard University, *Ethics and Moral Philosophy* (*Philosophy Department*)

Ruth Butler, PhD, New York University, *History of Sculpture, 19th and 20th Century Art* (*Art Department*)

Dennis L Byrnes, PhD, Brandeis University, *Human Memory and Learning* (*Psychology Department*)

Clyde Evans, PhD, Michigan State University, *Critical Thinking, Moral Education, Philosophy of Law* (*Philosophy Department*)

Delores Gallo, EdD, Harvard University, *Elementary Education, Creativity and Learning* (*Teacher Certification Program*)

Claire Golomb, PhD, Brandeis University, *Symbol Formation in Child Art and Dramatic Play* (*Psychology Department*)

Thomas N Margulis, PhD, University of California at Berkeley, *Crystallography, Structural Chemistry, Science Education* (*Chemistry Department*)

Jane Martin, PhD, Harvard University, *Philosophy of Education, Philosophy of Action* (*Philosophy Department*)

Beatrice Nelson, EdD, Harvard University, *Philosophy of Education, Teacher Education, Human Development* (*Institute for Learning and Teaching*)

Barbara Ross, PhD, University of New Hampshire, Editor, *Journal of the History of the Behavioral Sciences; Scientific Communication: Formal and Informal Systems; History of Scientific Journals and the Dynamics of the Formal Sponsoring Organization* (*Psychology Department*)

Steven Schwartz, PhD, University of Illinois, *Learning, Perception, Statistics* (*Psychology Department*)

Arthur P Simonds, PhD, Harvard University, *History of Politics* (*Political Science Department*)

Carol Smith, PhD, Harvard University, *Cognitive Development in Children and Adults, History of Science* (*Psychology Department*)

Shula S Sommers, PhD, Boston University, *Personality, Human Emotions, Affective Development* (*Psychology Department*)

Irvin Stock, PhD, Columbia University, *The Novel and Drama; Literature as a Reflection of the Moral Life* (*English Department*)

Robert Swartz, PhD, Harvard University, *Theory of Knowledge, Moral Education, Philosophy of Education* (*Philosophy Department*)

Helen Tager-Flusberg, PhD, Harvard University, *Language Development, Cognitive Development, Language and Cognition Disorders* (*Psychology Department*)

Harold B Thurman, MA, University of Louisville, *Practicing Artist; Graphic Design, Art Education* (*Art Department*)

James Ward, PhD, Harvard University, *Political Theory* (*Political Science Department*)

Critical and Creative Thinking

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

The Critical and Creative Thinking Program will admit those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will normally include:

1. A distinguished undergraduate transcript with at least an average of B or 3.0.
2. At least three positive and informed letters of recommendation submitted by persons who are knowledgeable about teaching, who have worked closely with the applicant, and who have direct knowledge of the applicant's teaching skills.

In addition, applicants may submit results of the Graduate Record Examination or the Miller's Analogy test, and evidence of teaching competency, such as curriculum projects or lesson plans.

The program will normally admit only applicants with teaching experience, or other human service practitioners.

The Program

The Critical and Creative Thinking Program is an interdisciplinary MA program primarily involving philosophy, psychology, and education. It is designed to provide teachers and other education personnel both with an understanding of the processes of critical thinking and creativity and with ways of teaching these basic skills in a variety of curriculum settings in both elementary and secondary schools. This will be accomplished through the integration of the following: psychological studies of the scope, limits, and techniques of information processing, and learning in children and young adults; philosophical studies of the techniques of reasoning, argument, and logical thinking and its expression; and ways of stimulating creativity in children. Specialty area offerings and courses in which critical and creative thinking skills are applied include:

Moral Issues and Moral Education

Criticism and Creativity in Literature and Art

Experiment, Discovery, and Application in Science and Technology

Pre-College Philosophy

One primary goal of the program is to help teachers translate what they learn in CCT into strategies, materials, and curriculum interventions for use in their own classrooms. The program combines on-campus classroom work with on-site assistance in implementing the practical aspect of the program in the schools in which the teachers work. This assistance will be provided by a member of the staff of the Institute for Learning and Teaching at UMass/Boston.

Degree Requirements

Thirty graduate credits are required to complete this program. The normal length of time that it will take to finish the program is two years. Courses will be offered in the late afternoon, evening, and/or Saturday mornings, as well as during the summer, to suit the scheduling needs of teachers.

The program has six components:

1. A sequence of two core courses in Critical Thinking and Creativity to be taken at the beginning of the program (6 cr).
2. Two advanced core courses in philosophy and psychology about thinking (6 cr).
3. Specialty courses in the above-mentioned applied areas (3 cr).
4. Electives from philosophy, psychology, and other departments (6 cr).
5. A practicum course in which curriculum interventions are developed, implemented, evaluated, and modified (3 cr).
6. A supervised thesis program (6 cr).

The thesis submitted at the end of the program will show evidence of mastery of philosophical and psychological material, and the ability to use these in the classroom. The thesis may be based on the student's curriculum project.

CCT 601 and 602
Introduction to Critical and Creative Thinking
Staff
A series of two interdisciplinary courses in which the theories and techniques of reasoning, logic, and creative thought are cast within the framework of recent work in psychology about thinking, information processing, and problem solving. The development of logical thought and of creative modes of expression in children will be related to these theories and techniques. This two-semester course will be required as an entry course of all students in the program. The course will be team-taught by a psychologist, a philosopher, and an educational theorist.
3 Credits (Fall)
3 Credits (Spring)

CCT 620 Moral Education
Staff from Philosophy and Psychology
A comprehensive analysis of the basic issues in moral education from an interdisciplinary perspective. Philosophical studies of the nature of morality and the moral life will be integrated with psychological studies of moral development and human motivation and brought to bear on issues in teaching morality, especially in elementary and secondary schools in a democratic society. Topics covered will include: rationality, emotion, and motivation in moral action; the moral life and the aims of moral education; the moral development of children; moral education vs indoctrination; socialization, the "hidden curriculum," and moral education. Throughout this course theoretical insights will be applied to an examination of materials, programs, and practices in moral education, both in schools and in the wider community.
3 Credits

Critical and Creative Thinking

CCT 696 Independent Study
Staff
This course involves the comprehensive study of a particular topic or area of literature determined by the student's need; the study is pursued under the guidance, and subject to the examination, of the instructor. An application or outline of study should be submitted to the instructor by the end of the semester previous to that in which CCT 696 is to be taken.
2-6 Credits

CCT 697 Special Topics
Staff
This advanced course will offer intensive study of selected topics in the field of critical and creative thinking. The course content and credit will vary according to the topic and will be announced during the advance registration period.
3-6 Credits

CCT 698 Practicum
Staff
Supervised planning, implementation, and evaluation of an educational intervention which is designed to enhance critical and/or creative thinking skills.
3 Credits

CCT 699 Thesis Research
Staff
A one-semester supervised practicum course designed to help students to complete the required thesis. The thesis shall be a substantial piece of research on some facet of the thinking process as it has application in one of the substantive specialty areas or exemplification in a curriculum intervention. It may take the form of a theoretical paper or an empirical study.

A student who is writing a thesis will have a thesis committee of three persons, a primary advisor and two readers. The student will have completed an acceptable thesis proposal and initiated research for the thesis.

During the supervision course the student will meet as needed with his or her thesis advisor; the advisor will be available for classroom visits as needed. The advisor and the student will call on readers and other staff members to act as a team in providing to the student the necessary consultation for completion of an acceptable thesis.

The dates for submission of the thesis to the thesis committee are as follows:
- April 1 for May graduation
- July 1 for September graduation
- November 15 for January graduation

The thesis committee will be responsible for advising the student during preparation of the thesis, for judging its acceptability, and for conducting the student's oral defense of the thesis after it has been submitted in writing.
6-10 Credits

Electives

Electives may be chosen from the relevant departmental and special topics CCT courses, 300-level or above, with permission of the program.

Departmental Courses (Required)

Phil 601 Foundations of Philosophical Thought
Staff
By discussing four or five traditional substantive problems in philosophy— morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization— we will attempt to derive a common approach that philosophers bring to these problems when developing their own solutions and criticizing the solutions of other philosophers. We will also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
3 Credits

Psychology 650 Cognitive Psychology
Staff
A survey of the field of cognitive psychology from an information-processing viewpoint. This course will consider how people encode, organize, transform and output information. Emphasis will be placed on such topics as concept formation, problem-solving, and creative thinking.
3 Credits

English

Faculty

Ann Berthoff, MA, Radcliffe College, *17th Century Poetry, Teaching Methods, Literary Theory*

Joel Blair, PhD, Harvard University, *18th Century Literature, Satire*

James H Broderick, PhD, Harvard University, *19th Century Literature, Literary Criticism*

Josephine Bunselmeyer, PhD, Fordham University, *Shakespeare, Linguistics*

Martha Collins, PhD, University of Iowa, *Modern Poetry, Creative Writing*

Robert Crossley, PhD, University of Virginia, *19th Century Prose, The Novel*

Linda Dittmar, PhD, Stanford University, *Modern Novel*

Albert J Divver, PhD, University of Michigan, *19th Century Poetry, Poetics, Linguistics*

Mary Anne Ferguson, PhD, Ohio State University, *Medieval Literature, Linguistics*

Philip Finkelpearl, PhD, Harvard University, *16th Century Literature, Shakespeare, Elizabethan Drama*

Edwin Gittleman, PhD, Columbia University, *Colonial and Romantic American Literature*

Francis R Hart, PhD, Harvard University, *18th and 19th Century Literature, Teaching Methods*

Alan Helms, PhD, Rutgers University, *Modern Poetry*

Susan Horton, PhD, Brandeis University, *19th Century Literature, Stylistics*

Seymour Katz, PhD, Harvard University, *American Literature*

Charles Knight, PhD, University of Pennsylvania, *18th Century Literature*

Richard Lyons, PhD, Princeton University, *Modern British and American Fiction, 19th Century Literature*

Emerson Marks, PhD, New York University, *19th Century Literature, Literary Criticism*

Monica McAlpine, PhD, University of Rochester, *Medieval Literature, Chaucer*

Duncan Nelson, PhD, Harvard University, *Composition*

Shaun O'Connell, PhD, University of Massachusetts, *Modern American Fiction, The Novel*

Mary Shaner, PhD, University of Illinois, *Chaucer, Old English*

George Slover, PhD, Indiana University, *Theatre History, Elizabethan Drama*

George Smith, PhD, University of Virginia, *Milton*

Irvin Stock, PhD, Columbia University, *Modern Drama*

Taylor Stoehr, PhD, University of California at Berkeley, *American Literature*

Joseph Tribble, PhD, Harvard University, *American Literature*

Frederick Willey, PhD, Harvard University, *The Novel, Literary Theory*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

The English Graduate Committee will offer admission to the Program to those applicants who present evidence of their ability to do graduate work with distinction. Such evidence must include:

1. A distinguished undergraduate transcript with, generally, an average of at least B or 3.0 in undergraduate English courses.
2. A statement of 800 to 1200 words by the applicant of his or her reasons for desiring to pursue the advanced study of English and of his or her major fields of interest. The submission of Graduate Record Examination scores (Verbal, Quantitative, and Literature in English) while not required is highly recommended. Samples of the applicant's writing (term papers, theses, etc.) are sometimes requested. The Committee may also request the applicant to take undergraduate courses in English at the University of Massachusetts (with Special Student status) in order to fill gaps in his or her background before admission to the Program can be granted.

The Program

The program leading to the Master of Arts Degree in English is designed to be coherent and flexible. Each semester at least six courses are offered— there are fewer in the Summer Session— which encompass the major historical periods and authors as well as a broad spectrum of critical methodologies and pedagogical approaches. All courses are conducted as small seminars; there are never more than fifteen students. In order to meet the needs of an applicant pool which contains many teachers and others engaged in full-time employment, all courses are scheduled late in the afternoon and meet once a week. While it is possible to obtain the degree in one year, the program is designed to meet the needs of those who must pursue the degree at a slower pace on a part-time basis. Two special groups of courses— "Studies in" poetry, fiction, and drama; and "The Teaching of" poetry, composition, et al.— are designed to fulfill a special responsibility to those who plan careers in secondary school teaching. The English MA Program is also designed to serve those with other needs: those who plan to go on to earn a PhD; those who are interested in enhancing their skills as literary critics; and those without definite career goals who wish to deepen their knowledge of English and American literature.

Degree Requirements

Requirements for the MA degree in English include the satisfactory completion of six graduate-level courses (30 credits), the satisfaction of the foreign language requirement, and the satisfactory completion of the Final Exercise.

The six graduate-level courses may be selected from the twelve graduate seminars offered each academic year. The English MA student may enroll in two advanced undergraduate courses in English or related fields at the University of Massachusetts at Boston and substitute these two courses for one of the six graduate courses required for the degree. A student wishing to transfer credits earned elsewhere may petition for evaluation of such credits; up to six (6) transfer credits may be accepted. The degree candidate must earn at least a 3.0 (B) cumulative average in courses taken for graduate credit at the University of Massachusetts at Boston. The degree

English

candidate may propose a semester's unit of independent study, including creative writing, which, if approved, may substitute for one required semester course. All graduate courses carry five credits.

An English MA student must demonstrate a reading knowledge of one foreign language, ancient or modern. The reading knowledge may be demonstrated either by achieving a score of 575 or better on the ETS Graduate School Foreign Language Test (GSFLT administered from Princeton, NJ), or by earning an A or B in an advanced undergraduate foreign literature course (400 level) at the University of Massachusetts at Boston, or (by petition) in a course at an equivalent level elsewhere. Students who plan careers limited to secondary-school teaching, and who have no intention of later proceeding to the PhD level, may petition for the waiver of the foreign language requirement. A waiver will also be granted to students whose command of an approved foreign language is so obvious as to make further examination or a course requirement superfluous.

The *Final Exercise* is designed to provide coherence to the English MA student's studies. Recognizing the diversity of backgrounds and aims of these students, the English Graduate Committee has designed the Final Exercise to contain three options. Option A asks the student to rewrite and refine a paper written for one of his or her courses; this option is designed to serve those who wish to learn how to produce a paper of publishable, professional quality. Option B is a three-hour written exam, based upon a list of texts agreed upon by the student and a faculty committee; this option is designed to serve those who wish to develop on their own a particular topic or theme in English and American literature. Option C is a three-part, three-hour written exam based upon a reading list prepared by the English Graduate Committee; this option is designed primarily to serve secondary school teachers who wish to teach their subject with a sense of English and American literature as a whole.

Courses

Graduate Seminars in English are open only to regularly enrolled MA candidates and others by special arrangement with the Director of Graduate Studies in English. All English graduate seminars award 5 Credits and meet weekly for 3 hours (in group) and additional tutorial hours by arrangement. Six seminars drawn from the following list are scheduled each semester.

Engl 600 Studies in Criticism
Staff
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
5 Credits

Engl 601 Studies in Poetry
Staff
Studies in the nature of poetry; an examination of modes. A reading of representative English and American poetry.
5 Credits

Engl 602 Studies in the Novel
Staff
Studies in the nature of prose fiction and the major kinds of novels. A reading of representative novels in English and American literature.
5 Credits

Engl 603 Studies in Drama
Staff
A study in English and American drama from an awareness of its European contexts. Plays discussed will come from the major periods of western drama and will provide examples of the major kinds of drama.
5 Credits

Engl 604 Studies in Satire
Staff
An exploration of individual works of satire and critical theories about the mode: pre-modern and modern selections from Swift, Pope, Shaw, Waugh, F O'Connor, N West, Eliot and others.
5 Credits

Engl 610 The Teaching of Composition
Staff
The attempt will be to define the role of composition in the English curriculum in both college and secondary schools; to develop a philosophy of language as a foundation for a method of composing; to study psychological and linguistic aspects of the composing process.
5 Credits

Engl 611 The Teaching of Literature
Staff
Theories and practice of the teaching of literature, considered in the context of current models of the liberal arts college and of current issues in humanities curricula.
5 Credits

Engl 613 The Teaching of Poetry
Staff
Designed for graduate students who want an advanced introductory course, or a refresher course, in the reading and comprehension of poetry, perhaps with the object of teaching it to younger minds. Emphasis on practical criticism, or close reading, but various perspectives and critical approaches are included, along with teaching aids and pedagogical exercises. Concentration on poets of the 19th and 20th centuries.
5 Credits

Engl 614 The Teaching of Fantasy and Science Fiction
Staff
The seminar examines major works of unrealistic fiction, and some important critical and theoretical approaches to it, as a way of raising and defining questions about teaching literature. The course is intended for those who wish to explore the reading of such fiction and for those engaged in high school teaching and interested in developing appropriate curricula and pedagogies.
5 Credits

Engl 620 History of the English Language
Staff
Description and analysis of modern English from a linguistic perspective, attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and 18th century English, with its stress on traditional grammar.
5 Credits

Engl 621 Introduction to Linguistics
Staff
The course will, first, raise large questions behind the study of linguistics: What is the relationship between language and thought. Then, the course will survey the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
5 Credits

Engl 622 Stylistics
Staff
A study of the connection between linguistics and literature. An effort in turning linguistic information into strategies useful for interpreting novels, for describing how novels and poems get put together, for helping us learn how meaning gets made in a literary text, for talking about

English

how a reader's responses to a text get generated out of the particular stylistic/linguistic choices a writer makes.
5 Credits

Engl 623 The Nature of Narrative
Staff
This course explores a variety of ways in which modern and contemporary fiction, both English and European, departs from traditional narrative forms. While a comparative study of experimentation will be our main concern, we may address philosophical, political, and psychological issues as they affect narrative form in the twentieth century.
5 Credits

Engl 630 Chaucer
Staff
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political, and religious backgrounds.
5 Credits

Engl 631 Medieval to Renaissance Literature
Staff
A course in the transition from Medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through *Hamlet*.
5 Credits

Engl 632 Early English Drama
Staff
A study of the development of form— particularly the forms of comedy and tragedy— in the drama of Shakespeare's predecessors and contemporaries. Readings of selected mystery and morality plays and of works by such playwrights as Marlowe, Kyd, Marston, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont and Fletcher. One play of each kind by Shakespeare.
5 Credits

Engl 633 Shakespeare
Staff
Shakespeare's idea of dramatic art as revealed in explorations of one of the following topics— the plays and their sources, theatrical self-consciousness, Shakespeare's language of the theater.
5 Credits

Engl 634 Elizabethan and Jacobean Poetry
Staff
Poetry of the English Renaissance from Wyatt to the early Milton, and including such poets as Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Marvell. The course studies not just the development of poetry in the 16th and 17th centuries, but also the way that poetry has informed our modern view of poetry and its past.
5 Credits

Engl 635 Metaphysical Poetry
Staff
A survey of the major English poets called "metaphysical" in their historical context: Donne, Herbert, Vaughan, Crashaw, Marvell.
5 Credits

Engl 637 Milton
Staff
A study of the poetry and major prose with particular attention to *Paradise Lost*; Milton's style, his relations to traditional literary forms, his thematic concerns; an examination of Milton criticism.
5 Credits

Engl 639 Augustan Satire
Staff
Study of the major Augustan satirists— Dryden, Swift, and Pope— with attention paid to the works of Rochester, Addison, Gay, and Fielding; consideration of the critical questions arising from the study of satire.
5 Credits

Engl 640 The Rise of the Novel
Staff
A literary and historical study of early experiments in the shaping of the new genre of the novel. Samples, ranging from the late seventeenth century to the early nineteenth, include a variety of experimental forms.
5 Credits

Engl 641 Studies in Romanticism
Staff
A search for the meaning and importance of British romanticism in poetry, fiction, and thought, with reference to the three modes: gothic (Blake and Godwin), romantic (Byron and Scott), pastoral (Wordsworth and Austen).
5 Credits

Engl 642 Victorian Literature
Staff
Aestheticism and socialism in Victorian literature. The subject of the course is the development of two issues in the work of some major Victorian writers: the movement away from the classical view that art is normative to an increasing acceptance of the view that art is autotelic; and an accompanying movement away from a special concern with art to a concentration on social reform.
5 Credits

Engl 643 Arnold and Eliot
Staff
The study of two important men of letters who reflected and criticized the main artistic and intellectual currents of their time. Readings from their poetry, literary criticism, and social commentary as well as selected writings contemporary with each author.
5 Credits

Engl 644 Lawrence and Woolf
Staff
A comparison of the major novels of DH Lawrence and Virginia Woolf with particular attention paid to the two writers' conceptions of the nature and function of the novel and to their relation to the literary contexts of the period, 1914–1940.
5 Credits

Engl 645 Modern Poetry
Staff
A study of the major figures and currents in modern British and American poetry.
5 Credits

Engl 646 Literature and Society
Staff
A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such a perspective.
5 Credits

English

Engl 650 Image of America
Staff
An examination of the way in which America has responded to the concept of the new world and the image of self and nation that has evolved.
5 Credits

Engl 651 Colonial American Literature
Staff
Study of literary works written in America before there was a politically independent American nation. Not only "representative" works, but also major texts with a significance which transcends the colonial period.
5 Credits

Engl 652 American Romanticism
Staff
A study of critical conceptions of American Romanticism. Readings will include examples of critical writing and fiction by Brown, Irving, Cooper, Poe, Simms, Hawthorne and Melville, and poetry by Bryant, Poe, Longfellow, Lowell, Emerson and Whitman.
5 Credits

Engl 653 Hawthorne and James
Staff
A study of the relationship between the fiction of Hawthorne and James, focusing on James's criticism of Hawthorne.
5 Credits

Engl 654 Faulkner
Staff
A reading of all the major fiction centered in Yoknapatawpha County, with an intensive study of selected texts.
5 Credits

Engl 655 Modern American Poetry
Staff
Studies in the poetry and selected prose of Robert Frost, Pound, Eliot, Williams, and Stevens, with complementary readings in other Modern American poets.
5 Credits

Engl 656 Contemporary American Fiction
Staff
A study of the scope (times and types) and strains (types and tensions) in the post WWII, post-Modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the occasional combination of the two.
5 Credits

Engl 657 The Black Presence
Staff
Study of selected literary texts of the last two hundred years by major and minor authors who wrote with a special consciousness of the significance of Black people in American society.
5 Credits

Engl 658 Regional Literature
Staff
Regional consciousness in representative works of modern American writers of the South and New England; the roles that the sense of history, the sense of place, and the response to the natural world play in the work of Southern and New England writers.
5 Credits

Engl 659 Changing Images of Women in Literature
Staff
The seminar focuses on fiction and poetry of the past ten years (mostly American) in order to determine whether old, mostly negative images of women are being changed by the new feminist criticism and awareness. We give close attention to the images and the language used by such writers as Tillie Olsen, Marge Piercy, Margaret Atwood, Denise Levertov, Adrienne Rich, Lisa Alther, Olga Broumas. We also discuss critically recent feminist criticism (and criticism alleged to be feminist).
5 Credits

Engl 691 New Approaches to Medieval Literature
Staff
A study of revolutionary modern critical thought on medieval literature, such as the *Beowulf*, Chaucer's *Troilus*, and medieval drama. The course examines medieval literary and critical theory, the "historical" approach of 19th century critics, and the seminal essays and books of 20th century scholars.
5 Credits

Engl 692 Problems in Modern Criticism
Staff
An introduction to some important modern critics: TS Eliot, IA Richards, Northrop Frye, Harold Bloom, Freud, DH Lawrence, Kenneth Burke, George Lukacs, Walter Benjamin, Sartre, Raymond Williams, and perhaps Blanchard, Blanchot or Derrida. The emphasis will be on some problems these critics face: defining their function, choosing a method, adopting an epistemology, setting formal aims. We will consider how the three "schools" these critics represent (the Aesthetic, the Synthetic, and the Radical) offer varying solutions to these problems.
5 Credits

Engl 696 Independent Study
Staff
A comprehensive study of a particular area of literature, a particular author, etc. Consultation with the Director of Graduate Studies is mandatory. Applications or outlines of study must be submitted at the end of the semester previous to the study. Approval by graduate committee is required.
5 Credits

Engl 697 Special Topics
Staff
Experimental new graduate seminars on special subjects may be offered once from time to time under this heading. Topics are announced annually.
5 Credits

History
Archival Methods
Historical Archaeology

Faculty

Feroz Ahmad, PhD, University of London, *Middle Eastern History*

Hatim Amiji, MA, Princeton University, *African History*

Paul Bookbinder, PhD, Brandeis University, *German History*

Francis L Broderick, PhD, Harvard University, *American Social and Intellectual History since 1865*

Thomas N Brown, PhD, Harvard University, *20th Century American and Immigration History*

Michael Chesson, PhD, Harvard University, *American Civil War & Reconstruction*

Jonathan Chu, PhD, University of Washington, *American Colonial History*

Spencer DiScala, PhD, Columbia University, *Modern Italian History*

Paul Faler, PhD, University of Wisconsin, *American Labor and Social History*

Clive Foss, PhD, Harvard University, *Ancient History*

Paul A Gagnon, PhD, Harvard University, *Contemporary French History*

Linda Gordon, PhD, Yale University, *Women's History*

Walter Grossmann, PhD, Harvard University, *18th Century European History*

David Hunt, PhD, Harvard University, *French Revolution*

Esther Kingston-Mann, PhD, Johns Hopkins University, *Russian History*

Barbara Luedtke, PhD, University of Michigan, *New World Prehistoric and Contact Period Archaeology, Archaeological Method and Theory, Public Archaeology (Anthropology Department)*

Timothy McCarthy, PhD, Brandeis University, *European Intellectual History*

Frances Malino, PhD, Brandeis University, *Middle Eastern and Jewish History*

Charles M Nelson, PhD, University of California/Berkeley *Old World Pre- and Proto-Historic Archaeology, Archaeological Method and Theory, Reconstruction of Economic Systems (Anthropology Department)*

William A Percy, PhD, Princeton University, *Medieval History*

Richard H Powers, PhD, Ohio State University, *Modern European History*

Roger W Prouty, PhD, Columbia University, *Modern Britain, British Empire,* and *History of Boston*

Eric H Robinson, MA, Cambridge University, *Economic History and History of Technology*

Susan C Schneider, PhD, University of Texas, *Latin American History*

Lester A Segal, PhD, Columbia University, *Early Modern French* and *Jewish History*

Marshall S Shatz, PhD, Columbia University, *Russian History*

Malcolm R Smuts, PhD, Princeton University, *Tudor-Stuart England*

Suzanne Spencer-Wood, PhD, University of Massachusetts/Amherst *Historical Archaeology, Urban Archaeology, Archaeological Method and Theory, Public Archaeology (Anthropology Department)*

James C Turner, PhD, Harvard University, *American Intellectual History*

Renee Watkins, PhD, Harvard University, *Renaissance and Reformation*

R Nicholas Olsberg, PhD, University of South Carolina, *Coordinator of the Archives Program*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

Applicants must submit evidence that they are able to perform graduate work at a high level of competence. Graduate Record Examination scores should be submitted if available.

Applicants interested in History and History/Archival Methods will normally be expected to have maintained a 3.0 (B) cumulative average in history courses as undergraduates. Applications from persons who did not major in history as undergraduates will be considered, but such persons, if admitted, may be asked to pursue a program of reading or course work designed to remedy any deficiencies in their preparation for graduate study.

Applicants for the Historical Archaeology track will normally be expected to have maintained a 3.0 (B) cumulative average, majoring in either anthropology, history, American civilization, or another related field. Any deficiencies in history or anthropology must be remedied by taking prerequisite undergraduate courses before taking the graduate courses in that field. These required background courses should be taken in the first year of study along with graduate courses for which students have completed the preparation.

With the application an 800 word statement is required concerning the applicant's interest area within the Graduate History program or the tracks in Archival Methods or Historical Archaeology. Each applicant should also specify on the application the program or track to which he or she is applying.

The Program

The History Department offers a Master's degree in History with special tracks in History/Archival Methods and (with the Anthropology Department) History/Historical Archaeology.

History

The Master of Arts program in History offers a rigorous, individually planned set of courses and supervised research and writing. Both demanding and flexible, it suits those students who intend to pursue a PhD as well as those who seek to test their capacity for graduate work before committing themselves. Not all students enter directly from college; many return at the beginning graduate level after long absences from school. The student body includes teachers at the secondary level who desire to improve their knowledge of the field. Those students who simply wish to pursue advanced studies for their own intellectual enjoyment and development also benefit from the program's design. Graduate enrollment is small, affording the graduate student close faculty attention and support.

History

History/Archival Methods

The History/Archival Methods track of the History MA program combines graduate study in history with training in archives and manuscripts administration. The track prepares students for careers as archivists in the public or private sector. It is of special appeal to librarians and museum staff members who wish to develop archival skills.

History/Historical Archaeology

The History/Historical Archaeology track of the History MA program offers the interdisciplinary education which historical archaeologists need for the analysis of both documentary and archaeological data. This track is structured primarily to prepare students for careers in American public archaeology, although it also provides strong preparation for academic positions or subsequent training at the doctoral level. Flexibility in program design permits the accommodation of part time as well as full time students who wish to develop careers as professional historical archaeologists. Because most graduates of this track are expected to pursue careers in American public archaeology, the program is topically focused on the European settlement of North America, although individual programs can be designed with a more European focus. The track is composed of a two-year sequence of courses, starting with the current state of research, theory and method in American history, and historical archaeology, followed by archaeological field work and archival data gathering, and culminating in an MA thesis which combines the archaeological and archival data in an original problem-oriented research project. The archaeological fieldwork may involve either an historical archaeology field school or an internship with a local contract archaeology agency.

Degree Requirements

Requirements for the History program and the History/Archival Methods track are 30 credit hours. All students are required to take the graduate colloquium on historical methodology (4 credits) and five additional approved courses (20 credits). For students in the History/Archival Methods track, those additional courses include two required archival methods courses and a research seminar in American history.

Students in the History program and the Historical Archaeology track complete a Master of Arts thesis (6 credits). For students in the History/Archival Methods track there is an Archival Practicum (6 credits) which is in lieu of the Master of Arts thesis.

Requirements for the Historical Archaeology track total 38-44 credits, of which 6-10 are for a field course, and 6-10 are for the MA thesis research project course. Other required courses include the History Graduate Colloquium, the Research Seminar in American History, New England Historical Archaeology, and the Graduate Lab Seminar in Archaeology. The remaining course choices must be approved by the student's advisor and the Graduate Historical Archaeology Committee.

Students enrolled in the History program and the Archival Methods track must demonstrate a reading proficiency in one foreign language— French, German, Spanish, or another judged relevant to the student's major area of interest. This requirement may be met by performing satisfactorily on the ETS Graduate School Foreign Language Test, or by passing a test administered by the program.

Students may choose to pursue the Master of Arts degree in History either full or part time. In normal circumstances it is expected that all requirements for the degree will be completed by full-time students within three years of each student's first enrollment and within four years by part-time students in history.

Before candidates are approved for the Master of Arts degree, they must be examined orally on the thesis or practicum and on the fields of history (and historical archaeology, where students are pursuing this track) in which it falls. The examining committee consists of the student's thesis/practicum supervisor and two additional readers (one of whom may be from outside the History Graduate Program) to be chosen by consultation among the supervisor, the student, and the Associate Provost for Graduate Studies. To pass these examinations, students must receive at least two affirmative votes. If they fail, they may repeat the examination two times at intervals of not less than three months. If the examination has not been passed within two calendar years from the date upon which the examination was first taken, the student will be removed from degree candidacy, and will be readmitted only through a special petition to the Graduate Committee.

No grade below "B—" awarded to a graduate student will count toward fulfilling the requirements for a Master of Arts Degree in History.

Courses

600-level courses up to 670 are open to graduate and undergraduate students. Courses above the 670 level are open to graduate students only.

Hist 610 American Historical Tradition
Staff
This course will explore the major schools of American historical interpretation and study the historical controversies that surround major developments in the history of the United States. Among the many historians to be discussed are Bancroft, Turner, Beard, Hofstadter, and Williams.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 615 European Historical Tradition
Mr Powers
The history of European historical writing from Voltaire to Toynbee, with emphasis on the historians of the nineteenth century.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 620 Biography
Mr Shatz
The art and craft of biographical writing. The course will examine a variety of approaches to biography, e.g., psychobiography, literary biography, political biography. Representative examples of each of these approaches will be analyzed. Particular attention will be paid to the retrieval and critical use of biographical materials, such as autobiography, archives, oral sources.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

History

Hist 640 England, America and Revolution
Mr Smuts, Mr Chu
This course will examine the nature of politics and political practice in both the colonies and Great Britain during the eighteenth century. The major focus of the course will be the ways in which distinctive English and American political cultures emerged out of a common tradition.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 645 History and Social Theory
Mr McCarthy
This course examines the relations between history and social theory as exemplified in two major traditions of nineteenth-century thought— conservative and liberal. Among the figures to be discussed are Burke, deTocqueville, Mill and J F Stephen.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 656 Topics in the History of Charlestown
Mr Brown
A seminar on selected topics in the development of Charlestown, a Boston neighborhood, from the late eighteenth century to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 670 Introduction to Archival Methods
Mr Olsberg and participating archivists in the Boston area
An introduction to archives with instruction in the techniques of collection, survey, description, appraisal and arrangement of manuscripts and records. Eight classes will be taught and students will be asked to participate in four working field trips to local repositories. The course is seen both as basic instruction in archival principles and practice for potential users. Theoretical readings will be limited, and the emphasis will be on practical exercises in the arrangement, description, survey and appraisal of records.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs
4 Credits

Hist 671 Internship in Archival Methods
Mr Olsberg and participating archivists in the Boston area
Guest lecturers will address advanced problems in archives: copyright, access, privacy, and custody; professional ethics; sampling techniques; provenance and function; automated retrieval systems; paper conservation; etc. Students will be required to prepare one seminar paper or lecture on a subject growing out of their internship experience. Required for archives specialists. Only those interning in a repository will be eligible.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Hist 681 Topics in European History
Staff
Examinations of important themes in European political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Hist 682 Topics in American History
Staff
Examinations of important themes in American political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Hist 691 Research Seminar in European History
Staff
An advanced course in historical research. Readings and research will draw upon historical materials in European history, and will concern topics to be announced in advance.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Hist 692 Research Seminar in American History
Staff
An advanced course in historical research. Readings and research will draw upon diverse historical materials, primary sources, records, and documents in American history, and will focus upon topics to be announced in advance. Required of students in the Archival Methods Program.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Hist 695 Independent Study
Staff
Advanced course of independent readings under the guidance, and subject to the examination, of the instructor. Areas and topics according to student need.
Prerequisite: Graduate standing.
Hrs by arrangement
4 Credits

Hist 696 Independent Study II
Staff
Advanced course of independent readings under the guidance, and subject to the examination, of the instructor. Areas and topics according to student need.
Prerequisite: Graduate standing.
Hrs by arrangement
4 Credits

Hist 697 Special Topics
Staff
Examination of specific issues and problems in a broad historical context. Variable topics.
Prerequisite: Graduate standing.
Hrs by arrangement
4 Credits

Hist 698 Field Practicum in Archival Methods
Mr Olsberg
All archives and manuscripts specialists will intern up to 8 hours per week in one of the participating institutions; arrangements can be made for students expressing interest in a field (such as church archives or local records) not represented by the participants to work in an appropriate repository. Intern projects will be designed to be completed within the semester and all projects will result in written surveys, finding aids, or preliminary inventories comparable in extent or effort to a master's thesis. The internship and resulting written work will be the equivalent of a 6-credit thesis research and preparation.
Prerequisite: Graduate standing.
Hrs by arrangement
6 Credits

Hist 699 Master of Arts Thesis
Staff
Under the supervision of the appointed advisor. All topics must be previously approved by the program's graduate committee. The thesis will be judged for its suitability as partial fulfillment of the requirements for a Master of Arts degree by both the appointed advisor and two additional readers selected in consultation with the Associate Provost for Graduate Studies.
Prerequisite: Graduate standing.
Hrs by arrangement
6 Credits

History

Hist 700 Graduate Colloquium
Ms Malino
An advanced course in historical methodology. Topics to be covered will include historiography, the analysis of argument and evidence, recent developments in historical methods. Required of all graduate students.
Prerequisite: Graduate standing.
3 Lect Hrs
4 Credits

Anth 615 Public Archaeology
Ms Spencer-Wood
An examination of cultural resource management in New England and the United States, including the significance of state and federal environmental protection legislation, and the implementation of these laws from drafting proposals and the granting of contracts to the collection of data and reporting of results. Students will learn the processes of national register nomination, problem oriented proposal and report writing, and calculation of budget estimates for proposed work.
Prerequisite: Anth 241, or expertise in contract archaeology.
3 Lect Hrs
4 Credits

Anth 625 New England Historical Archaeology
Ms Spencer-Wood
In depth survey of the current research in New England historical archaeology. The course will include presentations of current archaeological research in the Boston area and discussions/evaluations of current projects with regard to their theoretical approach, methods, and results. Additionally, a laboratory section will afford practical training in the conjunctive analysis of archaeological and documentary data in problem oriented research.
Prerequisite: Anth 240.
3 Lect Hrs
5 Credits

Anth 665 Graduate Lab Seminar in Archaeology
Ms Luedtke, Mr Nelson, Ms Spencer-Wood
In depth practical training in archaeological method and theory with emphasis on applications in historical archaeology. The course will include lectures and discussions on theory and method as well as a practice lab in the use of techniques such as matrix ordering, methods of classification, and dating.
Prerequisites: Anth 240 and *Anth 241.*
3 Lect Hrs
5 Credits

Anth 685 Summer Field School in Historical Archaeology
Ms Spencer-Wood
Summer field survey or excavation in historical archaeology for 6-8 weeks in the Boston or New England area. Credit will be given for any other appropriate field school or internship at another institution.
Prerequisites: Anth 625 and Anth 665.
3 Lect Hrs
6-10 Credits

Anth 696 Individual Research in Archaeology
Ms Spencer-Wood
Students may take this course in addition to those required in the program in order to pursue research relevant to the program of study.
Prerequisite: Permission of instructor.
1-4 Credits

Anth 697 Special Topics in Archaeology
Staff
The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member who may teach this course on a temporary basis.
Prerequisite: Permission of instructor.
4 Credits

Anth 699 Thesis Research Projects in Historical Archaeology
Ms Spencer-Wood
In this course an MA thesis will be developed from a problem-oriented analysis of documentary and archaeological data. The MA thesis will include a description of the problem in the context of the disciplines of anthropology and history, its application to the data, a description of the analyses undertaken, and their results with reference to the problem. In the conclusion the results of the research project should be discussed in relation to other current research in the field. The MA thesis must be read and approved by three readers, one from History, one from Anthropology, and a third faculty member from a department to be determined.
Prerequisites: Anth 625, Anth 665, Anth 685 and permission of instructor.
6-10 Credits

Mathematics
Computer Science

Faculty

Bernice Auslander, PhD, University of Michigan, *Commutative Ring Theory*

Alfonso Azpeitia, PhD, University of Madrid, *Complex Analysis and Mathematical Programming*

Ethan Bolker, PhD, Harvard University, *Combinatorial Analysis*

James S Byrnes, PhD, Yeshiva University, *Analysis*

Daniel Comenetz, PhD, Brandeis University, *Algebraic Geometry*

Ernest Elyash, PhD, Cornell University, *Probability*

Mathew Gaffney, PhD, University of Chicago, *Differential Geometry*

Colin Godfrey, PhD, Harvard University, *Algebra*

Guy Hogan, PhD, Ohio State University, *Group Theory*

Herbert Kamowitz, PhD, Brown University, *Functional Analysis*

Joan Lukas, PhD, Massachusetts Institute of Technology, *Theory of Computations and Mathematical Logic*

John A Lutts, PhD, University of Pennsylvania, *Topology and History of Mathematics*

Robert A Morris, PhD, Cornell University, *Algebra and Computer Science*

Some Nath Mukherjee, PhD, BH University (India), *Functional Analysis and Transform Calculus*

Kenneth Newman, PhD, Cornell University, *Algebra and Computer Mathematics*

Elizabeth O'Neil, PhD, Harvard University, *Applied Mathematics*

Stephen K Parrott, PhD, University of Michigan, *Functional Analysis*

Geza Schay, PhD, Princeton University, *Probability*

Robert Seeley, PhD, Massachusetts Institute of Technology, *Partial Differential Equations*

Taffee T Tanimoto, PhD, University of Pittsburgh, *Geometry*

Michael B Tomlinson, PhD, University of Oregon, *Functional Analysis*

Dennis M Wortman, PhD, Massachusetts Institute of Technology, *Functional Analysis*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

At least 18 semester credit hours in undergraduate mathematics beyond the content of differential and integral calculus are normally required of each candidate entering the Master's program. A one-year course in advanced calculus and a one-year course in linear algebra are desirable.

The Program

The University of Massachusetts at Boston provides low-cost, high-quality post-graduate training in mathematics for a wide variety of students, full and part-time. In order to maximize the accessibility of the program all graduate courses are scheduled in the late afternoon and evening.

While the program offers the opportunity for advancement in mathematical knowledge to all qualified students, it has three major objectives:

A. To prepare students for graduate work in pure mathematics at the doctoral level.

B. To provide the professional qualifications needed for teaching mathematics up to the two-year college level. In this connection, students may combine graduate courses in mathematics with the existing Teacher Certification Program.

C. To offer the opportunity for professional advancement to teachers already in service.

Degree Requirements

To earn a Master's Degree in Mathematics, a student must:

1. Pass ten courses (30 credits) at least six of which must be numbered 600 or above, and which must include 611 (Modern Algebra I), 621 (Complex Variables I), 623 (Real Variables I), and 625 (Topology I) or their equivalent. Math 601 (Advanced Linear Algebra) or its equivalent will be a requirement for students having less than one year of linear algebra. No more than three of the ten courses counted toward the Master's degree may be taken outside the program. They must be graduate courses and two must be related to mathematics. With the approval of the graduate program, three credits, substituting for one of the elective courses, may be earned by participating in a Graduate Seminar which will involve independent reading and expository work both oral and written.
2. Pass the Master's Written Qualifying Exam. This exam consists of two parts, each of which lasts four hours; one part covering algebra and topology, and the other, analysis. Knowledge of the material through the level of 611, 621, 623 and 625 should be sufficient to enable the student to pass the exam.

The Track in Computer Science

A new track in Computer Science will be implemented in January 1982. The master's program track in computer science is intended primarily as preparation for high level professional careers in research and commercial applications although it will also provide the background for further graduate work. We stress the integration of theoretical knowledge with practical applications, covering in depth a variety of topics which are only touched on in the undergraduate computer science curriculum. Topics stressed include compilers, operating systems, languages and theory of algorithms. The program is designed to accommodate students with a wide range of backgrounds. In particular, the undergraduate degree need not be in computer science. Specific deficiencies can be made up by taking undergraduate courses. Further information about the track in Computer Science is available from the Director of the Graduate Program in Mathematics.

Mathematics

Math 601 Advanced Linear Algebra
Staff
Linear and multi-linear algebra. Linear transformations. Spectral theory. Canonical forms. Dual spaces. Tensor products. Exterior algebra.
Prerequisite: Math 261 or permission of instructor.
3 Lect Hrs
3 Credits

Math 611, 612 Introduction to Modern Algebra I and II
Staff
Groups, rings, algebras, fields, modules. Tensor products. Homological algebra.
Prerequisite: Math 360 or permission of instructor.
3 Lect Hrs per semester
3 Credits per semester

Math 621, 622 Theory of Functions of a Complex Variable I and II
Staff
Linear transformations of a complex variable. Power series and elementary functions. Holomorphic functions and Cauchy's Theorem. Theory of residues. Isolated singularities. Conformal mappings. Entire and meromorphic functions and their representations by means of products and partial fractions. Elliptic functions. Analytic continuation and Riemann surfaces. Algebraic functions.
Prerequisite: Math 450 and 475 or permission of instructor.
3 Lect Hrs per semester
3 Credits per semester

Math 623, 624 Theory of Functions of a Real Variable I and II
Staff
The real number system. Lebesgue measure and the Lebesgue integral. Differentiation. The classical Banach Spaces, general measure, and integration theory.
Prerequisite: Math 450 or permission of instructor.
3 Lect Hrs per semester
3 Credits per semester

Math 625, 626 Topology I and II
Staff
Topological spaces, classification, separation properties, cartesian products, mappings and continuity, connectedness, general convergence, compactedness, function spaces, introduction to homotopy theory. Algebraic topology.
Prerequisite: Math 450 or permission of instructor.
3 Lect Hrs per semester
3 Credits per semester

Math 627, 628 Differentiable Manifolds I and II
Staff
Topics to be selected from: Differentiable manifolds, tangent spaces, tangent bundles, flows and vector fields. Lie derivatives, differential forms, generalizations of line and surface integrals. Divergence theorem and Stokes' theorem. Riemannian manifolds, Riemann surfaces. Relationships to vector analysis and to differential geometry.
Prerequisite: Math 321, 475 and 665 or permission of instructor.
3 Lect Hrs per semester
3 Credits per semester

Math 629 Stochastic Processes I
Staff
Probability spaces, measures, random variables, various modes of convergence, laws of large numbers and of the iterated algorithm. Central limit theorem conditioning martingales.
Prerequisite: Math 623 or permission of instructor.
3 Lect Hrs
3 Credits

Math 630 Stochastic Processes II
Staff
Processes with independent increments. Markov chains, stationary processes, continuous parameter Markov chains, diffusion processes, sample paths, separability, semigroups, boundaries.
Prerequisite: Math 629 or permission of instructor.
3 Lect Hrs
3 Credits

Math 631 Partial Differential Equations I
Hamilton-Jacobi Theory for equations of first order distributions. Fourier integrals of distributions. Sobolev spaces of distributions.
Prerequisite: Math 310, 321, and 450 or permission of instructor.
3 Lect Hrs
3 Credits

Math 632 Partial Differential Equations II
Staff
Elliptic equations, Garding's inequality, smoothness of solutions, solutions of the Dirichlet problem, hyperbolic equations, the Cauchy problem.
Prerequisite: Math 631 or permission of instructor.
3 Lect Hrs
3 Credits

Math 689, 690 Special Topics I and II
3 Lect Hrs
3 Credits

Applied Physics

Faculty

Marvin M Antonoff, PhD, Cornell University, *Theoretical Solid State Physics*

Leonard A Catz, PhD, Hebrew University of Jerusalem, *Experimental Atomic and Nuclear Spectroscopy*

Edward S Ginsberg, PhD, Stanford University, *Theoretical Elementary Particle Physics*

Ernest A Lynton, PhD, Yale University, *Low Temperature Physics*

Donald H Lyons, PhD, University of Pennsylvania, *Theoretical Solid State Physics*

Harold P Mahon, PhD, University of Washington, *Energy Concerns and Experimental Magnetic Resonance*

Arthur W Martin, PhD, Stanford University, *Theoretical Elementary Particle Physics*

Benjamin R Mollow, PhD, Harvard University, *Theoretical Quantum Optics*

Martin Posner, PhD, Princeton University, *Biophysics, Cell Physiologic and Molecular Studies*

D V G L N Rao, DSc, Andhra University of India, *Experimental Laser Research, Nonlinear Optics*

George Salzman, PhD, University of Illinois, *Theoretical Research in General Relativity, Science for Humane Survival*

Nareshchandra P Shah, PhD, Stanford University, *Experimental Low Temperature Physics, Positron Annihilation*

John R Shane, PhD, Massachusetts Institute of Technology, *Experimental and Theoretical Solid State Physics*

Admission Requirements

Please see the general statement of admission requirements for all Graduate Studies programs.

An applicant for admission to the Graduate Program in Applied Physics should present adequate evidence of his or her preparation and ability to do graduate work. Normally a Bachelor's degree with a major in physics is required, though in certain instances other equivalent preparation may be acceptable. For applicants now or recently in college, the three letters of recommendation should come from professors in the field of physics or in closely related fields. For an applicant who has been working in scientific research laboratories for several years it may be more valuable to have one or more of the letters from senior scientists who are familiar with the applicant's work. It is also recommended, but not required, that an applicant plan a visit to the Department for informal contacts with the faculty and to become acquainted with the research facilities.

The Program and Facilities

The Applied Physics Program is intended primarily to prepare students for rewarding technological careers in industrial and government research laboratories, although it also provides strong preparation for subsequent training at the doctoral level. The program emphasizes the development of practical laboratory skills, through broad experience in experimental coursework, and the mastery of the fundamental areas of theoretical physics at the level appropriate to the Master's degree. Auxiliary skills in computer programming will also be developed. The program maintains a close interaction with industrial and government research laboratories in the greater Boston area.

Following the initial year of coursework, qualified students may opt for an internship placement in an industrial research laboratory in the area. These paying positions provide further training and useful job experience in preparation for a technological career. Students who choose not to participate in an internship may complete the requirements for the Master's degree through a supervised thesis project in the research laboratory of a member of the faculty.

The Physics Department is located in the large and well-equipped Science Building at the Harbor Campus. Facilities include ample teaching and research laboratories, a science library, computing facilities, electronics and machine shops.

Research laboratories include:

- ultrasonic spin resonance
- low temperature studies
- quantum electronics
- nuclear spectroscopy
- millimeter-wave magnetic resonance
- biophysics

Degree Requirements

Thirty credits are required for the Master's Degree in Applied Physics, apportioned as follows: four one-semester laboratory courses; four one-semester theoretical courses, totalling, at 3 credits each, 24 credits; and either an internship at an off-campus research laboratory or an on-campus thesis project, either of which, when successfully completed, earns 6 credits.

Applied Physics

Phy 601 Electronic Instrumentation
Staff
A lecture and laboratory course to provide a working understanding of modern electronics and instrumentation. Topics include semiconductor devices, input transducers, operational amplifiers, non-linear devices, digital electronics, microprocessors. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation for physical measurement and control, and large scale integrated circuit digital processing techniques.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 602 Laser Optics Laboratory
Staff
A lecture and laboratory course to provide a working understanding of modern optics, lasers and applications. Topics include optical resonators, solid state, gas and semiconductor lasers, tunable dye lasers, nonlinear optics and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation as well as relevant theory.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 603 Nuclear Radiation Physics and Biophysics Laboratory
Staff
A laboratory-based course to illustrate the theory and experimental techniques utilized in nuclear radiation physics and biophysics. Topics include modes of production of nuclear radiation (charged particles, electromagnetic, neutrons), interaction of radiation with matter (including biological tissue), instruments and techniques for radiation detection and spectroscopy, radiation protection and safety, and the use of radioisotopes in physical, chemical and biomedical research. Selected topics may include: neutron activation analysis, X-ray fluorescence, the Mossbauer effect, radioimmunoassay techniques utilizing radioisotopes, computer assisted tomography (CAT), and experiments on the interaction of radiation with tumor cells.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 604 Cryogenics and Vacuum Technology
Staff
A lecture and laboratory course to provide a working understanding of modern practice in cryogenics and vacuum technology. Topics include low temperature properties of materials, gas purification, separation and liquification systems, instrumentation for measurement of temperatures and pressure and vacuum technology. Selected topics, which may vary from year to year according to the interests of staff and recent developments in technology, will stress practical instrumentation and applications.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 605 Energy Laboratory
Staff
A lecture and laboratory course focusing on small scale technology and methods for improving the efficiency of energy use. Topics representing current activities of the staff, and student interests, may include: methods for passive and active solar collection, computer based instrumentation techniques, energy auditing of industrial processes, alternative techniques for saving energy in residential buildings, and computer modeling of building energy performance and the effect of parametric modifications to the envelope, HVAC and other energy systems of commercial buildings.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs
3 Credits

Phys 611 Theory of Classical Mechanics and Fluid Mechanics
Staff
Principles of classical mechanics. Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, continuous media, fluid mechanics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 612 Electromagnetic Theory
Staff
A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media, electromagnetic theory of continuous media, reflection, refraction, diffraction and radiation of electromagnetic waves. Applications will be selected from such topics as wave guides and resonant cavities, and magnetohydrodynamics and plasma physics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 613 Quantum Mechanics, Atomic and Molecular Physics
Staff
A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, perturbation theory. Other topics, e.g., magnetic resonance, symmetry groups, elementary particles, will be selected according to student and faculty interests.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

Phys 614 Thermodynamics and Statistical Mechanics
Staff
A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles will be made to physical, chemical, and biological systems of special or current interest.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1 Disc Hr
3 Credits

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cat·a·log, cat·a·logue (kat′′l ō′) *n.*, *pl.* **-loes′**, **-los′** [CAT(TLE)
LL. *catalogus* < Gr. *katalogos*, a list, register < *k*
to reckon, list < *kata-*, down, completely + *legein*
count] a complete list, esp. ☆*a*) an alphabetical car
of the books in a library *b*) a list of things exh
rticles for sale, school courses offered, etc., usually
th descriptive comments and often illustrations
mphlet containing such a list —*vt.*, *vi.* **-loged′** or
g′ing or **-logu′ing** **1.** to enter in a catalog
log of —*SYN.* see LIST[1] —**cat′a·log′**
·log′ist or **cat′a·logu′ist** *n.*
·logue rai·son·né (kȧ tȧ
ed catalog] a catalo
y), pictures, etc
tory notes
ni·a

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